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Institutional Goal Priorities As Perceived By Campus Level Administrators At California Community Colleges

Dean Charles Colli
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INSTITUTIONAL GOAL PRIORITIES
AS PERCEIVED BY CAMPUS LEVEL ADMINISTRATORS
AT CALIFORNIA COMMUNITY COLLEGES

A Dissertation
Presented to the Graduate Faculty
of the University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Dean Charles Colli

September, 1983

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September, 1983

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Dated September 13, 1983

INSTITUTIONAL GOAL PRIORITIES AS PERCEIVED

BY CAMPUS LEVEL ADMINISTRATORS

AT CALIFORNIA COMMUNITY COLLEGES

Abstract of Dissertation

Using data provided by administrators at California community colleges, campus level perceptions regarding institutional goals were analyzed with the purpose of studying the prospect of a statewide set of priorities. Two primary areas of inquiry were addressed: 1) Where do differences between administrators' ranking of present and preferred priorities suggest a need for change, and 2) are there differences in the ranking of priorities associated with particular institutional characteristics?

Administrators of a representative sample of forty-seven California community colleges completed Educational Testing Service's Community College Goals Inventory. Participants ranked thirty goal areas in both the present and preferred dimension by rating the importance of ninety goal statements on a five point scale.

Differences between present and preferred dimension mean scores indicated a desire for an increased emphasis in almost every goal area. Because of the fiscal and political impracticality of such action, an alternate approach to the analysis of the data was chosen. The ranking of goals in the present dimension was compared with that of those in the preferred dimension. Those goal areas with the greatest increase or decrease in rank going from the present to the preferred dimension were identified for further consideration. Reviewing the implications of each change in priority, it was determined that the additional revenues required to increase the emphasis on those goal areas with the greatest increase in rank would not be offset by the decreases in funds committed to those goal areas where a substantial decrease in rank occurred.

Significant differences in the ranking of priorities were found to be associated with the institutional characteristics examined, i.e., total enrollment, district wealth, geographical location, student ethnicity, and percent of students enrolled part-time. However, only one significant difference was associated with the preferred ranking of priorities. This finding seemed to indicate that, given similar patterns of response from other constituent groups, these institutional differences would not likely interfere with the development of a statewide set of priorities.

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ACKNOWLEDGEMENTS

It is important for the reader to know that whatever accomplishment this study represents could not have been achieved without the assistance of a number of very special people. Those contributions are acknowledged below.

I would first like to recognize the members of my dissertation committee for their advice and constructive criticism through the entire process. In particular, I have appreciated the academic integrity, practicality, and good humor of the committee chairman, Dr. Roger Reimer. Dr. Bobby Hopkins' tireless support during a number of marathon sessions at the computer center was an invaluable contribution to the processing of the data. The literary critiques of Dr. Fred Muskal helped me to focus on the importance of the writing style. Dr. Dennis Flynn's perspective from outside the School of Education made his involvement special. And finally, Dr. Tom VanGroningen's insight as a district superintendent and statewide leader in educational finance brought the relevance of the real world of the community colleges to the project.

With regard to assistance in the collection of the data, I would like to thank the Executive Board of the Association of California Community College Administrators for their endorsement. As mentioned in Chapter III, I strongly believe that the Association's support contributed significantly to the rate of positive response. Additionally, this study could not have been done were it not for the 132 administrators at fifty-five community college campuses taking the time to complete the rather lengthy survey instrument. To them, individually and collectively, I owe a great deal.

I am very grateful for the skills and patience of my typists, Ms. Kit DeMoe, Mrs. Mary Lou Gilliatt and Ms. Deborah Fields. Without their faithful support through numerous revisions, I am afraid that the writing would never have gained the committee's approval. The clerical and typing assistance of Ms. Shawn Morten and Mrs. Brenda Gerhart during the data collection phase was also very helpful and deeply appreciated.

I would be remiss if I did not recognize the administration and Business Education instructors at Columbia College. Their flexibility and understanding as schedules were juggled so that I could meet my work responsibilities as well as devote the required time to the doctoral program was a very big help. Additionally, the staff in the Instructional Materials Center at the college was extremely cooperative in assisting me with the development and production of printed materials used in the data collection and writing phases of the study.

While the contributions of those above were a great deal of assistance to me, they are dwarfed by the personal commitment of my wife, Sharon, over the last four years. For her endurance through countless days of de facto single parenthood, I am and forever shall be deeply grateful. And to my children, Alisa and Brian, I owe my thanks for being as understanding as their years would allow about the locked door that, many times, stood between them and Dad in his "inner sanctum."

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CHAPTER I

INTRODUCTION

The 107 community colleges in California are a family of public, postsecondary educational institutions. Their charge, as provided in the California Education Code, is defined in the following way:

66701. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree. Their program may include but shall not be limited to: standard collegiate courses for transfer to other institutions; vocational and technical fields leading to employment; general or liberal arts courses; and community services.

Historically, governance of the community colleges has been assigned to public boards of trustees at the state and local level, essentially in proportion to the manner in which financial support has been shared. From 1907 to 1967, the State Board of Education, which generates state level policy for elementary and secondary education, exercised control over the community colleges as well, primarily through a course and facilities approval process carried out by the Board's executive arm, the State Department of Education (SDE).

The Bureau of Junior College Education, formed within the SDE in 1957, was established so that more time could be devoted to the supervision of the community colleges, but the Bureau did little to strengthen the relationship between policymakers at the state and local level. In 1967, the Legislature called for the formation of the Board of Governors of the California Community Colleges and its executive body, the Chancellor's Office, which relieved the SDE of its

responsibility for community college governance. However, as the language of the Education Code indicates, the intention was that a shared responsibility for governance between the state and local boards should continue.

71023. It is the intent of the Legislature that the Board of Governors of the California Community Colleges shall provide leadership and direction in the continuing development of the community colleges. . . . The work of the board shall at all times be directed to maintaining and continuing, to the maximum degree permissible, local autonomy and control in the administration of the community colleges.

It therefore comes as no surprise that the colleges have come to function in diverse ways, guided primarily by local policy set by district boards of trustees, to meet the educational needs of their respective adult populations.

Since its inception, the Board of Governors has attempted to exercise leadership and provide direction in fulfilling its legislative charge. As will be discussed in the next section, such attempts have been perceived as being ineffective in bringing about order and efficiency to the operation of the community colleges. Those perceptions, in turn, have created an unstable economic and political environment for the colleges.

Accusations regarding insufficient governance of the colleges and external intervention into the colleges' affairs by state level policymakers outside of the community college system have led the Board of Governors to take their leadership responsibilities more seriously of late. In the spirit of a new commitment to provide a direction for the colleges relevant to the tenor of the times, the Board has recently begun a process of developing a "Statement of Mission and Statewide Priorities."

Concern about the unsystematic manner in which the Board has facilitated input from the field in the development of the statewide mission statement provided the impetus for this research. The purpose of the study was to gather, in a systematic way, perceptions of campus level administrators about the setting of priorities among particular institutional goals with the intent of expanding the awareness of local operational philosophy. It was hoped that such knowledge could be used as baseline data in the development of priorities that were, on the one hand, appropriate to the mission of the community colleges as perceived by state level policymakers and, at the same time, relevant to the campus function as perceived by local leadership.

Context of the Problem

Community colleges in California are diverse in the manner in which they meet local educational needs. These differences have been widely recognized and accepted as necessary by policymakers at the state level. Specifically, the Chancellor's Office staff has noted:

The Legislature, in recognition of the wide diversity among community colleges, has accorded to the local districts a large measure of autonomy in educational matters. . . . the community colleges of the state have gained an enviable reputation for their sensitivity to local needs and for their ability to meet such needs quickly and efficiently.¹

The California Postsecondary Education Commission (CPEC), an agency responsible for advising the Governor and Legislature regarding the use of the state's resources for postsecondary education, has come to a similar conclusion. In a 1976 study of the community colleges, the commission reported:

¹Chancellor's Office, California Community Colleges, Credit and Noncredit Courses in the California Community Colleges: A Report to the Legislature (Sacramento: California Community Colleges, 1980), p. 2.

The findings tend to affirm the wisdom of State policy giving as much autonomy to the Community Colleges as possible. The communities which the colleges serve differ widely with respect to their present and potential student clienteles, availability of other opportunity for post-secondary education, and feelings about what their local colleges ought to be and do.²

Nonetheless, in keeping with the legislative mandate for state level leadership, the Board of Governors formulated a set of goals for the community colleges as part of a Five-Year Plan, published in 1976, which the local institutions were encouraged to achieve.³ (The Five-Year Plan philosophy and goals are presented in Appendix A.) However, the goals have provided little to the colleges in the way of guidelines for operation.

In retrospect, the Chancellor's Office staff has viewed these goals as mere "points of departure," having little relevance to that which is happening at the local level. Staff believed this was primarily due to the goals being developed from "the top down, . . . from a state-level perspective."⁴ At the same time, the Chancellor's Office recognized a growing degree of external intervention as a result of a lack of state level response to the need for greater leadership:

Historically the agency has tended to become swept up in "putting out brush fires" relating to regulatory or compliance functions, and has had little opportunity to fulfill (or even

²Dorothy Knoell and others, Through the Open Door; A Study of Patterns of Enrollment and Performance in California Community Colleges (Sacramento: California Postsecondary Education Commission, 1976), p. viii.

³Board of Governors, California Community Colleges, California Community Colleges, Five Year Plan, 1976-81 (Sacramento: California Community Colleges, 1976), pp. 5-7.

⁴Board of Governors, California Community Colleges, Agenda of the Meeting of the Board of Governors, September 16-17, 1982; Fresno, California; Committee Business-Section A, Item 1: Comprehensive Planning (Sacramento: California Community Colleges, 1982), p. 3.

plan to fulfill) its rather general leadership and service function. . . . Because the Board and the Chancellor's Office have at times been relatively ineffectual at addressing not only their own concerns, but also the concerns of the Legislature, other state agencies, and local districts, many of the policy decisions which should have and could have been made from within the community college system have been made by the Legislature and other state agencies.⁵

Evidence of external intervention has been abundant. One need only look to recent legislation regarding community college finance and curriculum for a significant measure.

A shortage of state funds did not become a problem of any magnitude until after the passage of Proposition 13 in 1978. However, the demand for financial support for the fast-growing community colleges became a concern of the California Legislature several years earlier. In 1975, a five percent "cap" was placed on funding for increased enrollment at the community colleges.⁶ The success of the colleges in reaching out into their communities to meet a wide variety of educational needs had become too expensive a proposition, even for fiscally comfortable times. It seemed that the colleges' move to become "all things to all people" had gone well beyond the intent of public policy as perceived by the Legislature and others who were influential at the state level.⁷

The rapid expansion in community college student population

⁵Board of Governors, California Community Colleges, Reference Manual: Integrating and Implementing Policy Decisions (Sacramento: California Community Colleges, 1980), pp. 3-4.

⁶Board of Governors, California Community Colleges, Long Term Finance Plan: Recommendations for the 1980's (Sacramento: California Community Colleges, 1979), p. 2.

⁷For a comprehensive discussion of the political environment surrounding the community colleges in the seventies, see Dan Allen Cothran, "The California Community Colleges and Limits to Growth," Doctoral Thesis, Cornell University, Ithaca, New York, 1979.

was paralleled by a similar expansion in curriculum.⁸ Inconsistent classification and funding of offerings in a substantial part of the curriculum resulted, specifically in credit and noncredit, continuing education courses directed toward personal development, avocational and recreational interests. This condition led the Legislature to a number of attempts at "reform through the purse strings," beginning with selective state funding of noncredit courses in the 1978 budgetary guidelines of Senate Bill 154.⁹

Further limits to growth in the continuing education area came in June of 1981 when Assembly Bills 1626 and 1369 were put into law. These bills called for: 1) a continuation of selective state funding for noncredit courses as provided earlier in SB 154;¹⁰ 2) reduced state apportionment for enrollments in all noncredit courses;¹¹ and, 3) the implementation of a Chancellor's Office course classification system as an attempt to bring some order to inter-district curricular inconsistencies.¹²

Continued legislative concern regarding public subsidy for particular areas of the curriculum and severe fiscal constraints led to

⁸Some question the direction of cause and effect between these two growth phenomena. Cothran, referenced above, argued convincingly the position that the colleges sought new clientele through the development of new curricular offerings, i.e., "created a demand," in order to replace the diminishing numbers of traditional college-age students. (p. 143).

⁹Chancellor's Office, California Community Colleges, Credit and Noncredit Courses in the California Community Colleges, op. cit., p. 3.

¹⁰California, Education Code, Sec. 84641 (1981).

¹¹Ibid., Sec. 84604.5 (1981).

¹²Ibid., Sec. 84603 (1981).

the passage of Assembly Bill 21, the Budget Act for the Community Colleges for 1982-83. Two points of the bill called for: 1) determining which avocational, recreational and personal development courses, then offered in the credit and non-credit area at a cost to the state, should instead be offered as community service courses on a totally student-funded basis; and 2) adjusting downward apportionments to the colleges based upon the 1981-82 funding of courses which, according to the first point, should have been offered as part of a community service program at no cost to the state.¹³

Some state level policymakers warned that, for as long as the Board of Governors and the Chancellor's Office were slow to establish a more focused direction and greater operational uniformity among the colleges, the Legislature would continue to take upon itself the duty of filling that void. Reflecting on those parts of AB 21 described above, CPEC staff saw broad implications in the Legislature's actions:

The Legislature's action was more than a one-time mandate caused by a severe State budget crisis. It reflected long-held legislative concerns about the proper role, mission, function and funding of the California Community Colleges. While the [bill] was dictated by fiscal exigency, the mandate was designed to produce greater long-run uniformity and clearer priorities in State support for Community College offerings.¹⁴

¹³Program Evaluation and Approval Unit, Chancellor's Office, California Community Colleges, Report to the Legislature: The Deletion of Selected Credit and Noncredit Courses from the California Community College Curriculum (Sacramento: California Community Colleges, August, 1982), p. 4.

¹⁴California Postsecondary Education Commission, Implementation of Budget Act Language to Reduce State Apportionments to Community College Districts by \$30 Million: A Report to the Legislature in Response to the 1982-83 Budget Act (Sacramento: California Postsecondary Education Commission, September, 1982), p. 3.

Reacting to those waves of political bombardment, a reconsideration of the community college role in California and the subsequent establishment of statewide objectives have been repeatedly proposed.¹⁵ The Chancellor's Office Long Term Finance Plan, developed by staff in 1979, reported that, given the tenor of the times, the charge was clear and simple: "There is no choice but to reconsider the role, the cost and the management of the community colleges."¹⁶ The authors of the Plan further recognized, however, that due to the historical influence of local control it was easier to philosophize about this task than to accomplish it:

Proposition 13 not only limits the taxing capacity of government, it also centralizes, at the state level, decision making authority over the use of the remaining tax sources. This is a matter of profound concern in an educational system that has long prized local initiative and local governance. . . . the essential task of the next decade is to exercise leadership without becoming a rule bound, turf protecting bureaucracy.¹⁷

CPEC acknowledged the difficult position of the community college state level leadership but concluded that there was no choice but for them to establish priorities:

There is a reluctance in the Community Colleges to establish priorities among student clientele, programs and services; and they may be increasingly unable to do every-

¹⁵ Ibid; Board of Governors, California Community Colleges, Long Term Finance Plan, op. cit., p. 7; California Postsecondary Education Commission, Issues in Planning for the Eighties (Sacramento: California Postsecondary Education Commission, 1980), p. 21; Steven M. Sheldon, Statewide Longitudinal Study Report on Academic Years 1978-81, Part 5-Final Report (Woodland Hills, California: Los Angeles Pierce College, 1982), p. 7-15; California Postsecondary Education Commission, Missions and Functions of the California Community College (Sacramento: California Postsecondary Education Commission, 1981), p. 17.

¹⁶ Board of Governors, California Community Colleges, Long Term Finance Plan, op. cit., p. ii.

¹⁷ Ibid.

thing well by being continually more efficient and more productive. If choices and priorities are not made, the result will probably be to do everything less well and some things unsatisfactorily.¹⁸

As a result, in 1982 the Board of Governors began the arduous and weighty task of developing a "Statement of Mission and Statewide Priorities" for the colleges. A working draft of the statement was formulated in August of that year and is provided in Appendix B. The purpose of the draft was to indicate the Board's initial position regarding those community college functions which they believed to be legitimate and also to identify those functions which the Board believed were not a state level priority.¹⁹

The Board made it very clear that what it had initiated by its working draft was not intended to be an irrelevant document similar to that produced in the 1976 Five-Year Plan. While the Board openly acknowledged its responsibilities to provide leadership and direction to the community colleges, it also recognized that "collaboration of those in the field" was required to make such efforts successful.²⁰ Of some concern, however, was the manner in which the Board facilitated the collaboration it sought.

An open invitation for comment accompanied the broadly distributed

¹⁸ California Postsecondary Education Commission, Mission and Function of the California Community Colleges, op. cit., p. 14.

¹⁹ Board of Governors, California Community Colleges, "Statement of Mission and Statewide Priorities" (Sacramento: California Community Colleges, September, 1982), pp. 1-4. (Mimeographed.)

²⁰ Board of Governors, California Community Colleges, "Statement of Mission and Statewide Priorities" (Sacramento: California Community Colleges, August, 1982), pp. 1-4. (Mimeographed.) with Cover Letter from Jack Messerlian, President, Board of Governors, California Community Colleges, November 5, 1982.

draft of the Board's initial position, providing an expression of openness to work with those affected by the outcome. Such a tactic, however, carried with it a strong potential for creating a highly unreliable and/or invalid portrayal of constituent group reaction. As an alternative, it was believed that, if information were collected from constituent groups in a more systematic manner, the Board could feel more confident that such input would be representative of the beliefs of those in the field.

Purpose of the Study

Using data provided by administrators at California community colleges, campus level perceptions regarding institutional goals were analyzed with the purpose of studying the prospect of a statewide set of priorities. Two primary areas of inquiry were addressed:

1. Where do differences between administrators' ranking of present and preferred priorities suggest a need for change?
2. Are there significant differences in the ranking of priorities associated with the following institutional characteristics:
 - Geographical location?
 - District wealth, as determined by total annual income per ADA?
 - Size, as determined by total enrollment?
 - Part-time students as a percent of total enrollment?
 - Non-white students as a percent of total reported student ethnicity?

Significance

Given significant differences between present and preferred priorities and a fair degree of consensus regarding their arrangement, data would point to areas where the Board of Governors might consider a greater or lesser emphasis. Additionally, analysis of the differences

in the ranking of priorities would provide some indication of the magnitude of the problem of achieving consensus. It was thought that, if such information were part of what was considered in the process of analyzing the role of the colleges, success in making that direction operational at the campus level would be more easily achieved.

Limitations

At the time of this writing, these limitations of the study were acknowledged:

1. Only the perceptions of campus level administrators are reflected in this study. In order to make similar research prescriptive, it would be necessary to also involve representatives of other community college constituent groups, such as faculty, students, trustees, community members and those involved in policy making at the state level.
2. While the sample of participating community colleges was judged to be representative of the colleges as a whole, only administrators at approximately half of the campuses were involved in the study.
3. Because administrative structures differ widely across the state, only those in selected leadership positions common among the campuses were chosen as study participants--i.e., chief executive officers, chief instructional officers and primary student services administrators. Even so, judgments had to be made by those at the local level as to who would be the appropriate respondents. In some cases, actual

administrative responsibilities in the instruction and student services areas may not have been divided in the same manner as the position titles used in the study might have indicated.

4. Only one indicator, annual revenue per ADA, was used to measure the institutional characteristic District Wealth. It should be recognized that this is not the sole determinant of program comprehensiveness or quality. Many other factors not taken into account also affect a district's ability to utilize resources, such as level of enrollment (larger colleges may be able to use the economies of scale to a significant advantage) and program mix (vocational programs are generally much more costly than academic programs). No effort was made to combine and weight these factors into a single "Servicability" indicator.

Assumptions

In the development of the research design, it was necessary to make the following assumptions:

1. The instrument chosen to collect the data has been only recently developed. Because of this, information regarding its reliability and validity was scant. Based upon the information which was available, however, an assumption was made that the instrument was acceptable for the purposes of this study.
2. Even though instruments to be completed were personally addressed to study participants named by the campus chief executive officer, it was possible that responses returned

were those of persons other than the individuals to whom the instruments were sent. No attempt was made to verify the names of the actual respondents as opposed to those identified, a priori.

Definition of Terms

Goals: A desired future state or condition which, if attained, will contribute to the achievement of the institutional mission.²¹

Priority: Something requiring or meriting attention prior to competing alternatives.²²

Chief Executive Officer: The highest ranking, campus level administrator; usually referred to as the President or President/Superintendent.

Chief Instructional Officer: The highest ranking, campus level administrator whose primary responsibility is the overall management of the instructional programs of the college; usually referred to as the Dean of or Assistant Superintendent for Instruction.

Primary Student Services Administrator: The highest ranking, campus level administrator whose primary responsibility is the management of student services of the college (e.g., admissions and records, counseling, financial aids, special programs for students with identified needs, etc.); usually referred to as the Dean of or Assistant Superintendent for Student Services.

Part-time Student: Any student enrolled in less than twelve units of credit.

Non-white Student: Student whose ethnicity reported to the Chancellor's Office is American Indian, Asian, Black, Hispanic, Filipino or Other (exclusive of white).

Average Daily Attendance (ADA): Primarily a function of weekly student contact hours of instructors; attendance units calculated for state apportionment purposes per Title 3, Sections 84520 and 84521, and Title 5, Section 58003 of the California Education Code.

²¹Steven Van Ausdle, Comprehensive Institutional Planning in Two-Year Colleges, Volume 1--An Overview and Conceptual Framework (Columbus, Ohio: The National Center for Research in Vocational Education, Ohio State University, 1980), p. 9.

²²Webster's Third International Dictionary, s.v. "priority."

Description of goal areas used in this study are defined in Appendix C.

Overview

This study is organized into five chapters. In Chapter I, a description of the context of the problem, the purpose of the study, limitations, assumptions, and definitions of terms are presented. In Chapter II, the nature of goals and their relationship to an institution, research related to goals analysis, and a brief history of California's community colleges are discussed. The procedures used to generate the findings, specifically the method of sample selection, the measure used, data collection procedures and a description of the statistical treatment are presented in Chapter III. The findings are reviewed in Chapter IV. This chapter includes the sample description, data resulting from a compilation and analysis of the survey responses, an analysis of differences among response groups, and a brief description of other findings incidental to the research design. In Chapter V, a summary of the study is provided as well as a discussion of the implications of the results and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature is divided topically into three areas. Each was selected because it led to a deeper understanding of the seriousness and complexity of the problem. Pertinent references to the setting of goals and some problems which emanate from an absence of such activity are provided in the first section. Included in the second section are references to recent goals analysis research at the community college level. A brief history of the California community college movement is presented in the third section.

Goal Setting in the Educational Environment

Clearly focused and well articulated goals do not currently exist for California's community colleges and, as was documented in Chapter I, this condition has been perceived as being central to the colleges' present dilemma. Yet, theory and opinion abound regarding the importance of institutional goals.

Peter Drucker, a widely acclaimed management consultant and author, succinctly approached the importance of goals to the present and future operation of any organization:

It is not possible to be effective unless one first decides what one wants to accomplish. . . . It is not even possible to design the structure of an organization unless one knows what it is supposed to be doing and how to measure whether it is doing it.¹

¹Peter F. Drucker, The Age of Discontinuity (New York: Harper and Row, 1969), p. 190.

Van Ausdle recalled a humorous tale analogous to the community college situation:

It is often said that if you don't know where you are going, any route will get you there, even though you probably won't know when or if you have arrived. Recall the case of the airline pilot who announced to his passengers, 'I've got some good news and some bad news. First the bad news: We're lost! Now, for the good news: We're making very good time!'²

Many authors have expressed serious concern regarding the need for more clearly stated institutional goals, within public education specifically. Silberman noted the lack of explicitly defined goals as ". . . the most important single cause of educational failure."³ Similarly, Martin⁴ and Mason,⁵ although they disagreed about its severity, pointed to vague definitions of purpose as a problem within higher education.

The ill-fated attempt made by the Chancellor's Office 1976 Five-Year Plan to provide a more centralized philosophical direction for the community colleges seemed to be a good illustration of a point made by Goodlad in The Dynamics of Educational Change. In that piece, he remarked that, even when goals do exist, there is little effort to use them effectively. Goodlad noted: "Too often . . . goals are little more than window dressing, to be produced on demand or to occupy a

²Steven Van Ausdle, Comprehensive Institutional Planning in Two Year Colleges, op. cit., p. 1.

³Charles E. Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 507.

⁴Warren Bryan Martin, "Institutional Priorities," Efficient College Management, ed. William W. Jellema (San Francisco: Jossey-Bass Publishers, Inc., 1972), p. 20.

⁵Thomas R. Mason, "Institutional Research," Ibid., pp. 32-33.

momentary discussion or flight of idealism."⁶

Some have cited how the void left by an absence of institutionalized goals affects the ability of educational leaders to carry out their administrative responsibilities effectively. The Accrediting Commission for Community and Junior Colleges has voiced such a concern, focusing on its ability to conduct the accreditation of the California community colleges.⁷ Freeman also linked the setting of goals with institutional evaluation, specifically as a means for getting higher education back on track. His remedy included a clearly focused delineation of purpose, mission and goals, " . . . defined in ways that will permit them to be measured so that assessing their attainment will be possible."⁸ Like Freeman, Coombs and Hallak viewed goals as having application to administrative functions which have long range implications:

. . . if an educational system is not clear about its objectives and priorities, it lacks any rational basis and starting point for appraising and improving its performance, for planning for its future,⁹ or for making good use of cost analysis for these purposes.

Peterson saw day-to-day operations as being affected by the existence of institutional goals as well. He said that ". . . no substantive decision on a campus or in a higher office makes sense unless it is made

⁶J. E. Goodlad, The Dynamics of Educational Change (New York: McGraw-Hill Book Company, 1975), p. 7.

⁷Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, "Background Paper I," Approving Community College Evaluation and Planning--ACCJC's Perspective on the Joint FIPSE Funded Project. (Mimeographed.)

⁸Jack E. Freeman, "Comprehensive Planning in Higher Education," New Directions for Higher Education, 19 Autumn, 1977, 47.

⁹Phillip H. Coombs and Jacques Hallak, Managing Education Costs (New York: Oxford University Press, 1972), p. 80.

with reference to institutional goals and system purposes."¹⁰

Lipham and Hoeh noted that stimulating subordinates in the educational organization is another administrative task that is difficult to carry out successfully without explicit statements of institutional purpose. They added that, without organizational goals, there is no reference point for the association of personal goals of the employee.¹¹ Campbell and others agreed: ". . . goal clarification by the administrator seems to be a major motivating activity in the organization."¹²

Gleazer's study of community colleges in the early seventies supported the premise of a link between goals and employee morale. After surveying educators at approximately one hundred community colleges across the country, he made note of the ill effects of poorly defined goals, pointing specifically to low faculty morale.¹³ Gleazer found that faculty tended to look to institutional leadership to fill that void:

Goals . . . are seldom set entirely within the institution or by local participants alone. . . . Few matters, however, are more important than participants having a common understanding of what they are to do together. And it is for

¹⁰ Richard E. Peterson, Goals for California Higher Education: A Survey of 116 Academic Communities (Princeton, New Jersey: Educational Testing Service, 1973), p. iii.

¹¹ James M. Lipham and James A. Hoeh, Jr. The Principalship: Foundations and Functions (New York: Harper and Row, Publishers, 1974), p. 152.

¹² Roald F. Campbell and others, The Organization and Control of American Schools 4th ed. (Columbus, Ohio: Charles E. Merrill, 1980), p. 267.

¹³ Edmund J. Gleazer, Jr., Project Focus: A Forecast Study of Community Colleges (New York: McGraw-Hill Book Company, 1973), p. 61.

leadership¹⁴ of this kind that I heard the greatest desire expressed.

Recalling the concern expressed by CPEC regarding the multi-faceted role of the California community colleges (Chapter I, footnote 18), some writers have proposed that a primary problem for community colleges has been the lack of priority set among institutional goals.¹⁵ Demands upon educational institutions are numerous and, at times, conflicting, posited Alioto and Jungherr, and all cannot be met with equal time, money and effort. They noted that setting priorities is necessary because it allows for the allocation of resources in a way that makes organizational goals operational.¹⁶ Commager supported Alioto and Jungherr's position by pointing to the attempted concurrent accomplishment of too many goals as a possible source of some community college problems.¹⁷

Surprisingly, clarifying goals and setting priorities among them is a concern that has surfaced only recently in education. As a reason for a lack of concern previously, several authors have pointed to a steady growth in fiscal resources for education during those times.¹⁸ The

¹⁴Ibid., p. 78-79.

¹⁵Robert F. Alioto and J. A. Jungherr, Operational PPBS for Education: A Practical Approach to Decision Making (New York: Harper and Row, Publishers, 1971), p. 64; David W. Breneman and Susan C. Nelson, "The Community College Mission and Patterns of Funding," New Directions for Community Colleges, 8 (Winter, 1980), 80.

¹⁶Alioto and Jungherr, Ibid.

¹⁷Henry Steele Commager, "Social, Political, Economic and Personal Consequences," Universal Higher Education, ed. Earl J. Mc Grath (New York: McGraw-Hill Book Company, 1966), p. 8.

¹⁸Alioto and Jungherr, op. cit., pp. 64-65; John Lombardi, Managing Finances in Community Colleges (San Francisco: Jossey-Bass Publishers, Inc., 1973), p. 68; Breneman and Nelson, loc. cit; Van Ausdler, op. cit., pp. 27-28.

present political and economic environment does not seem to permit a continuation of such support, however, particularly for California's community colleges. New kinds of decision-making have been prescribed.

On this point, Van Ausdle remarked:

In the recent past incremental growth was viewed as the norm. Planning reflected the expectancy that any changes could be covered by an increased number of students, an increase in the fee paid by the student, and increases in state and federal appropriations. . . .

Institutions are now finding it necessary to change priorities and reallocate funds. Resources are scarce and changes will require alterations in traditional allocation patterns as trade-offs¹⁹ are considered in order to obtain optimum vitality.

Why has education, and specifically the leadership of California's community colleges, been so reluctant to affect change in this area?

Freeman suggested that operating within that new milieu will not be easy for most of those involved in education. It will require heretofore sparsely practiced forms of institutional leadership:

Most administrators and faculty members, schooled in the philosophy of growth, are finding it difficult to maneuver in these unfamiliar waters. Changing that point of view is one of the more difficult challenges facing academic leadership today.²⁰

Several have openly noted an "avoidance" on the part of leadership committing itself to serious analysis of institutional purpose.²¹ Kerr offered some rationalization for that phenomenon as it exists among community college leaders:

¹⁹Van Ausdle, Ibid.

²⁰Freeman, op. cit., 34.

²¹Richard E. Peterson and Norman P. Uhl, Formulating College and University Goals: A Guide for Using the IGI (Princeton, New Jersey: Educational Testing Service, 1975), p. v; Martin, op. cit., pp. 21-22.

. . . instead of solving or minimizing a problem, intelligent formulation of goals creates new ones. . . . There is also the discovery that opting for certain goals sometimes requires the sacrifice of other objectives that previously were considered by some, if not all persons involved, as paramount.²²

Peterson and Uhl offered a perspective most relevant to the goal setting problems confronting the state level leadership of the California community colleges. They noted that goals analysis is particularly difficult for a multi-campus system:

. . . in which a superordinate authority has the responsibility to set guidelines to coordinate and plan. Somehow, internal campus preferences and²³ operations must be meshed with systematic purposes and plans.

Once an institution (or system of institutions) comes to the conclusion that a reassessment of its purpose is appropriate, the manner in which that task might be carried out varies to a considerable degree. Whatever the technique, many authors join the Board of Governors in recognizing that a prerequisite for the success of the reevaluation of institutional philosophy is broad input from those who are affected by the process.²⁴ Reflecting on goal clarification in higher education, Peterson noted that goals ". . . cannot be promulgated more or less arbitrarily from above, if the policy-as-purposes are to command respect

²²Clark Kerr, "Forward" in Peterson and Uhl, Ibid.

²³Ibid., p. 3.

²⁴Peterson, op. cit., p. iii, 171; Lombardi, op. cit., p. 62; Peter O'Brien and others, "A Technique for Increasing Institutional Educational Accountability by Goal Analysis Involving Staff, Students and the Community," Planning and Changing, 11 (Winter, 1980), 198; Amitai Etzioni, Modern Organizations (Englewood Cliffs, New Jersey: Prentice-Hall, 1964), Chapter 8; Alioto and Jungherr, op. cit., p. 57; Dennis George Butler, "The Institutional Goals Use Survey: An Examination of the Use and Impact of Institutional Self-Study Information in California Colleges and Universities" (Doctoral Dissertation, University of California, Los Angeles, 1980), p. 3.

and allegiance from the people involved in the system."²⁵ Similarly, Butler found broad input necessary, particularly ". . . for complex organizations where the participants are characterized by high levels of individual expertise."²⁶

Although the Board of Governors' intentions were made clear as evidenced by their open call for comment, the degree to which the Board will be able to incorporate constituents' views into the new mission statement for the community colleges remains to be seen. There seems to be disagreement in the literature about what exactly should be done with input once it has been received. Richardson strongly avowed the position that, when gathering input, the educational leader should make an early commitment to the goal setting group that the final decision will be reached collectively:

Unless presidents are willing to be bound by the results [of a collective decision-making process] . . . , no one will be willing to spend much time trying to second guess them in order to produce an acceptable result.²⁷

On the other hand, Alioto and Jungherr warned that, while input should be widespread, final decisions should not necessarily be made by popular vote. Their view was that leaders and policymakers should make such determinations and bear the responsibility for the outcome.²⁸

To summarize, the seriousness of the California community college problem in question is supported by widespread concern regarding the

²⁵Peterson, Ibid.

²⁶Butler, loc. cit.

²⁷R. C. Richardson, Jr., "Community Colleges: Institutional Researchers and the Management Issues of the Eighties," Community College Review, 8 (Winter, 1980-81), 56.

²⁸Alioto and Jungherr, op. cit., p. 67.

lack of clearly stated goals in public education. Additionally, theorists and practitioners have cited how this void affects the ability of leaders to administer educational institutions. A number of references in the literature have been made regarding the problems associated with not setting priorities among numerous institutional goals, particularly when economic and political factors strongly affect an institutions ability to function. While it has been recognized that change will probably not come easily in this area, numerous vehicles for clarifying goals and setting priorities are available and most call for broadly based input from those who are affected.

There has been evidence of an increased interest in institutional goals analysis.²⁹ Peterson and Uhl noted a "sense of urgency" for such a process growing out of a need for reaching fiscal accommodations, achieving institutional harmony, and restoring public confidence.³⁰ That which follows is a review of selected reports of such studies. Not only does this information indicate that others believed that studies of this nature were worthwhile, but the results of the research, in an instance or two, provided an interesting contrast to the findings of this study.

Recent Goals Analysis at the Community College Level

A number of recent studies indicate a growing commitment to a systematic clarification of institutional goals for community colleges. There also seems to be a concomitant concern for setting priorities among those goals.

²⁹Peterson and Uhl, op. cit., p. viii.

³⁰Ibid, p. 4.

In 1972, Peterson studied perceptions of institutional goals among all segments of higher education in California. The purpose of Peterson's research was to conduct an analysis of constituents' views regarding institutional goals in order to incorporate those perceptions into future policy setting activity.³¹ Of the 120 institutions represented in the study, sixty-nine were community colleges.³² Responses were collected from over 24,000 students, faculty, administrators and members of governing boards and communities through the use of an instrument called the Institutional Goals Inventory (IGI). The inventory was designed by Peterson to elicit beliefs about present and preferred priorities among selected goals for respondents' respective institutions.³³

Peterson's results relative to the community college segment of his sample included these findings: 1) there was a high degree of consensus among all community college constituent groups regarding priorities for institutional goals;³⁴ 2) Vocational Preparation ranked as the most highly preferred institutional goal for all groups except for faculty, who placed it immediately behind a goal area Peterson described as Community, a general feeling of collegiality; 3) Individual Personal Development placed within the top three most preferred goals for all groups; and 4) Intellectual Orientation (defined as "an attitude, style, commitment to learning") also scored consistently high among all groups.³⁵

³¹Peterson, op. cit., p. 14.

³²Ibid., pp. 11-13. ³³Ibid., p. iv. ³⁴Ibid., p. 170.

³⁵Ibid., p. 161.

As part of a 1979 field test for the Community College Goals Inventory (CCGI)-- an instrument Peterson adapted from the earlier IGI, Cross analyzed responses regarding institutional goals made by constituent groups associated with eighteen community colleges across the country. She found that both Vocational Training and General Education were ranked consistently high among all constituent groups.³⁶ (For definition of goal areas used in the CCGI, see Appendix C.) Cross also found that, according to community members surveyed, ideals paramount in higher education during the sixties--i.e. Freedom, Social Criticism, and Humanism/Altruism, scored very low as community college goals for the eighties.³⁷ Also worthy of note were data collected from faculty and administrators that indicated a preference for the de-emphasis of the Equal Access for All Students objective. Cross' interpretation of this finding was that, generally, faculty and administrators believed that Equal Access was being effectively addressed and that other goals, such as Intellectual Orientation and Developmental/Remedial Preparation, should be given a higher priority in its place.³⁸

Several institutions involved in Cross' field test of the CCGI have subsequently reported their findings in the literature.³⁹ Since the

³⁶K. Patricia Cross, "Community Colleges on the Plateau," The Journal of Higher Education, 52 (March/April, 1981), 114.

³⁷Ibid., 120. ³⁸Ibid., 116-17.

³⁹Madan Capoor, "Use of the Community College Goals Inventory in Assessing Institutional Success in Allocating Appropriate Priorities to Its Goals and to Estimate the Change of Priorities Needed to Achieve Its Intended Outcomes" Proceedings of the Association of Institutional Research, Twentieth Annual Forum, 1980; Robert D. Di Carlo, Staff and Student Perceptions About the Way Things Are and Personal Opinion About the Way Things Should Be. (Greenfield, Massachusetts: Office of Planning and Research, Greenfield Community College, 1979).

field test, over seventy applications of the instrument have been documented,⁴⁰ and some of those have publicly reported their findings.⁴¹ A review of these findings might prove interesting to one about to conduct similar research. However, because they are unique to individual institutions and not generalizable to a larger setting, to summarize them here would be of questionable value.

The most recent attempt to collect data regarding community college institutional goals from any California constituent group on a statewide basis took place in 1979 when Vocational Education Act funds were used to survey public opinion regarding attitudes toward community colleges. One of the issues studied was the importance the public assigned to selected community college functions. In rank order from most to least important, the functions were: job and career training, academic education for transfer to four-year institutions, improvement of basic skills, providing continuing education on a life-long basis, general education, providing support services such as counseling, job placement,

⁴⁰ Educational Testing Service, Colleges Administering Community College Goals Inventory, February 1979-March 1982 (Princeton, New Jersey: Educational Testing Service, 1982).

⁴¹ State Board for Community College Education, Washington State Community College Educational Goals Study (Olympia, Washington: State Board for Community College Education, 1981), p.4; Charles A. Houston, Community College Goals Inventory (Roanoke, Virginia: Office of Institutional Research, Virginia Western Community College, 1981), p. 5; Nancy Stetson, "Relationships Between Systematic Planning At Community Colleges and Goal Agreement" (Masters Thesis, Central Washington University, 1980); Philip Joseph Anderson, "A Study of Educators' Perceptions of Institutional and Cooperative Goals in Selected Minnesota Community Colleges and Area Vocational-Technical Institutes" (Doctoral Dissertation, University of Minnesota, 1981); Margaret H. Arter, "Use of the Community College Goals Inventory (CCGI) As an Impetus for Change in a Rural Community College" Proceedings of the California Association for Institutional Research, Eleventh Annual Conference, 1981.

child care, and special interest, cultural or recreational community programs.⁴² Worthy of note was that there seemed to be a contradiction between the importance the public assigned to each function and the reasons given for attending. Personal improvement or enrichment, a function given only medium importance, ranked highest among reasons for attending, while preparing for work, getting a college degree or certificate and improving basic skills followed in descending order.⁴³

Critical to the analysis of goals clarification in any environment is an understanding of those historical factors that might have had an effect on current thinking. A brief review of the most recent events pertinent to this study was presented in Chapter I. What follows is an account of events in the history of California community colleges believed to have contributed directly and indirectly to the context of the problem.

The Community College Role in California

Mission and funding have been issues central to most of the recent controversy surrounding California community colleges. The issue of governance has also become important because of the disagreement about which policymaking level should have the most say in decisions regarding the role of the colleges. One might wonder why there has been so much controversy surrounding such essential issues. A brief review of California community college history should provide a basis for a deeper understanding of the problem.

⁴²California Community Colleges, A Survey of California Public Attitudes Toward the California Community Colleges (Sacramento: California Community Colleges, 1979), p. vii.

⁴³Ibid., p. vi.

This section is divided chronologically into two parts with the end of the second world war as the line of demarcation. Prior to World War II, it is fairly easy to separate major issues, such as the role of the community college, from concern about governance, funding and organization. Beyond that point in history, the issues become so interdependent that to separate them is an impossible task.

The Role of the Community College Through World War II

That the community college is a diverse social institution serving an ambiguous societal function is of no surprise to those who have studied the origin of the "junior colleges," as they were called through most of their formative years. Cothran viewed two diverse factors as having contributed heavily to the establishment of the junior college concept. One factor was a long trend toward more, and more formal, schooling in our society; another was the desire among American scholars, educated in the tradition of the "pure" European university, to liberate higher education in this country of the mundane task of general education.⁴⁴

In 1907, California became the first state to pass a law facilitating the establishment of public junior colleges. The primary intention was to offer a two-year, postsecondary program of study which would parallel that of the four-year institution. Credit earned in the two-year program was subsequently to be transferred to the four-year school.⁴⁵ This event was the birth of the transfer education function

⁴⁴Cothran, op. cit., p. 63.

⁴⁵California State Department of Education, History of the Junior College Movement in California: Release No. 20 (Sacramento: Bureau of Junior College Education, State Department of Education, 1964), p. 1.

of today's community colleges in California.

In spite of this intent, so few students continued their formal education beyond the initial two years that soon the junior college came to be recognized as a terminal educational institution as well.⁴⁶ Vocational programs were added to meet the "real" needs of most students. Within a short period of time, remedial instruction was made part of the curriculum to assist slower students in their preparation for transfer. Adult education was introduced soon after to meet the continuing education needs of those who were employed. By 1921, state law authorized the junior colleges to offer instruction in the transfer, vocational and remedial areas and added "general education or cultural courses for the benefit of the citizenry of the community."⁴⁷ With that, much of what is now considered the ambiguous and/or uniquely diverse role of the community colleges was established within the first fifteen years of the colleges' existence in California.

Organization, Governance and Funding Through World War II.

Organizationally, the junior college movement had its beginning in the high school setting, which significantly affected the association of the concept of local control with the two-year colleges. Had the junior college sprung from either the University of California or the state college system, both funding and governance would, no doubt, have steered a markedly different course.

The enabling legislation of 1907 provided for the establishment of pre-university instruction as postgraduate programs of study offered by local high school districts.⁴⁸ Even though leaders in California higher

⁴⁶Ibid., p. 2. ⁴⁷Ibid., p. 8. ⁴⁸Ibid., p. 1.

education, such as Jordan of Stanford and Lange of the University of California at Berkeley, openly supported the concept, it was not until 1910 that Superintendent McLane of the Fresno City School District convinced his Board of Trustees to establish the first junior college program as part of the Fresno High School curriculum. Junior college programs at Hollywood, Los Angeles, Santa Barbara and many other high schools soon followed.⁴⁹

State level support, which came out of the high school fund through apportionment based on average daily attendance (ADA), was interrupted by a ruling of the California State Attorney General in 1915.⁵⁰ Apportionment was reinstated through legislative decree in 1917. By the 1917 law, the Legislature also initiated a governance relationship between the State Department of Education and local districts by stipulating that the state must approve all courses before any apportionment could be released.⁵¹ Legislation with regard to the junior colleges in 1921 provided for the continuation of that governance structure.⁵²

The 1921 law was also very supportive of the growth and development of the junior college concept in that it provided for two additional methods of establishing a local junior college program: the formation of a junior college district,⁵³ and a provision allowing either previously organized, high school junior college departments or junior college districts to contract with state colleges in their areas to carry out the junior college program of instruction.⁵⁴ A number of high school junior college programs were subsequently assimilated into the

⁴⁹Ibid., pp. 1-2. ⁵⁰Ibid., p. 3. ⁵¹Ibid., p. 5. ⁵²Ibid., p. 8.

⁵³Ibid., pp. 6-7. ⁵⁴Ibid., pp. 9-10.

state colleges. In the 1926-27 academic year, three different types of junior college delivery systems were in place at thirty-one locations throughout the state--nine were junior college districts, sixteen were programs within high school curricula, and six were part of a state college program.⁵⁵

Funding through most of in these formative years was supportive of the community college concept as well. State apportionment for the new junior college districts was financed by a "junior college fund," initially supported by aid that came to California from federal revenues derived from mining on public domain.⁵⁶ However, by 1928, revenues began to fall short of the apportionment required to maintain established programs. In 1929, the Legislature voted to make up the difference out of the state treasury to a limit of \$30 per unit of ADA.⁵⁷ While this augmentation appeared generous, it was also joined by stricter requirements for minimum assessed valuation, increased ADA minimums for continued operation, and the approval of the State Department of Finance for the establishment of any new junior college district.⁵⁸ These new requirements seemed to indicate that policymakers at the state level were growing cautious about unlimited funding for this fast growing, relatively new member of public higher education.

A retrenchment philosophy in the Legislature prevailed through the depression years of the thirties.⁵⁹ During that time, legislation provided few changes in the role or function of the colleges. However,

⁵⁵Ibid. ⁵⁶Ibid., pp. 8-9. ⁵⁷Ibid.

⁵⁸Ibid., pp. 11-12; Cothran, op. cit., p. 83.

⁵⁹Cothran, Ibid., p. 86.

two developments are worthy of mention. The removal of Department of Finance approval for new district formation took place in 1931.⁶⁰

Additionally, while the provision for the "junior college within a state college" concept was discontinued in 1927,⁶¹ a new format was provided in 1937--i.e., the four-year junior college, joining the last two years of high school with the traditional junior college program. Most of the seven such programs begun were short-lived, and were abandoned by the early fifties.⁶²

Enrollment growth for the junior colleges was stifled during the war years of the forties. However, post-war conditions--the GI Bill providing educational benefits for veterans, and a widespread increased aspiration for higher education--created an unprecedented demand. Such developments had broad implications for the future of the junior colleges for the next twenty years.⁶³

The Junior College Movement in Post-War Years

In California, the phenomenal growth in demand in the late forties led state level policymakers to call for a study of the problems emanating from the increased interest in higher education. The result came to be known as the Strayer Report. As solutions, authors of the report supported two remedies popular in those times: the creation of new campuses, and expanding enrollments at existing colleges. Another popular solution was converting junior college programs into four-year institutions. The conversion concept was not recommended in the Strayer Report, primarily because of the projected expense and the danger of the

⁶⁰California State Department of Education, op. cit., p. 13.

⁶¹Ibid., p. 9. ⁶²Ibid., p. 13. ⁶³Cothran, op. cit., p. 87.

junior colleges losing their "unique role" within higher education. It appears that, in just several decades, the junior colleges had come to occupy a respected place among other higher education opportunities for the citizens of California and the authors of the Strayer Report saw no reason to threaten that position.⁶⁴

As it turned out, the Strayer Report grossly underestimated the growth in demand for higher education in California. In 1953, the Legislature called for a follow-up study.⁶⁵ The Restudy, completed in 1955, encouraged continued development of the junior college in coordination with the other segments of higher education in the state.⁶⁶ The authors recommended no new campuses for the University of California (UC) or the state college (SC) systems, but called for at least eleven new junior college campuses to absorb the major portion of lower division enrollment.⁶⁷

Similar to the position taken by CPEC in 1981,⁶⁸ the Restudy included the first of many warnings that junior colleges not become over committed in the adult education area:

. . . There is a danger to the integrity of the basic functions of the junior college if this service [adult education] is extended without limit. If the junior college insists upon being practically all things to all persons, . . . its primary

⁶⁴Ibid., pp. 88-89; California State Department of Education, op. cit., p. 21.

⁶⁵Cothran, op. cit., p. 90.

⁶⁶California State Department of Education, op. cit., p. 27.

⁶⁷Cothran, loc. cit.

⁶⁸California Postsecondary Education Commission, Mission and Function of the California Community College, op. cit., pp. 1-14.

functions may be diluted to ineffectiveness.⁶⁹

The authors of the Restudy also recommended that a Bureau of Junior College Education be established within the State Department of Education.⁷⁰ The formation of the Bureau, carried out in 1957, clearly indicated that state level policymakers believed the long-lived, loose relationship between the local community colleges and the Department of Education had become obsolete. They perceived that there was a greater need for leadership and coordination in that segment of higher education and that the establishment of the Bureau gave more structure to the relationship.⁷¹

In the later fifties, feuding ensued between the UC and SC systems. This was largely due to the state colleges expanding upon their traditional role of teacher preparation and moving into the previously sacrosanct functions of the UC Campuses--i.e., graduate programs and professional training.⁷² As a result of this condition, as well as a concern about the continued demand for higher education and California's financial outlook, the Legislature passed a resolution which called for the study of the role, governance and coordination of higher education in the state ". . . so that wasteful duplication [would] be avoided."⁷³

⁶⁹T. R. Mc Connell, T. C. Holy, and H. H. Semans, A Restudy of the Needs of California in Higher Education (Sacramento: California State Department of Education, 1955), p. 53.

⁷⁰*Ibid.*, p. 293

⁷¹California State Department of Education, *op. cit.*, p. 28.

⁷²Cothran, *op. cit.*, pp. 91-92.

⁷³Liaison Committee of the State Board of Education and the Regents of the University of California, A Master Plan for Higher Education in California, 1960-1975 (Sacramento: California State Department of Education, 1960), p. viii.

This study, known as the Master Plan for Higher Education in California, 1960-1975, included recommendations which had broad implications for future state level policy regarding the junior colleges.

The authors of the Plan viewed the junior colleges as the primary educational delivery system for lower division college instruction. In keeping with that philosophy, the transfer of 40,000 lower division enrollments from the UC and SC segments to the junior colleges, and raising the UC and SC entrance requirements to force another 10,000 freshmen enrollments to the junior colleges was recommended.⁷⁴ Listed among the reasons for the recommendation were: 1) easy accessibility of the junior college and consequent reduction in cost to the student, 2) high scholastic records of junior college transfers to the UC and SC schools, and 3) the ability of junior colleges to screen out those students not likely to succeed in their education beyond lower division college work.⁷⁵

A sizable diversion of state funds from the UC and SC segments to the junior colleges was recommended to finance the mass student migration suggested in the Plan. The level of state funding for the junior colleges at the time (thirty percent) was to be raised to slightly less than fifty percent.⁷⁶ The authors of the Plan were mindful of the governance implications inherent in the proposed shift in financing structure; however, they warned that care should be taken "to safeguard local district control." Such was the intent in keeping state level subsidies below fifty percent.⁷⁷ However, the authors provided the

⁷⁴Ibid., pp. 8-9. ⁷⁵Ibid., p. 78. ⁷⁶Ibid., pp. 20-21.

⁷⁷Ibid, p. 196.

beginnings of a new philosophical trend in taking the position that the protection of the tenet of local control should have limits:

The junior colleges have been, and ought to be, community based and locally controlled. However, they are part of the Public School System; they exercise a State function; and they are financed with substantial amounts of State funds. Consequently, general goals and standards should properly be prescribed . . . , and State administrators should have the authority to enforce such law.⁷⁸

When the authors of the Plan suggested that a greater portion of junior college funding should come from the state, a significant question was raised: Were the junior colleges part of the K-12 system, as their previous financing and governance policies seemed to indicate, or were they part of the system of higher education as they had come to function? That question, as yet, remains unanswered.

Another issue raised in the Plan that bears relevance to current discussion regarding the role of the junior colleges is the development of criteria that would provide a basis for setting priorities among junior college functions. The authors recommended the criterion of student intent be used to set priorities:

. . . in the determination of what the State should support, effort be made to differentiate between those enrollees who are pursuing a stated planned program with definite occupational or liberal education objectives, and those who are enrolling in single courses for which matriculation or prerequisites are absent.⁷⁹

Implied in the recommendation was a notion that junior colleges were to exist primarily for certain members of the community (those pursuing a traditional academic or occupational objective) and not for others (those taking individual courses prompted by personal interest and efforts toward personal development.) Interestingly, the criterion of

⁷⁸Ibid., p. 40. ⁷⁹Cothran, op. cit., p. 20.

student intent has met with some popularity in recent times.⁸⁰ However, a mechanism to implement such a criterion satisfactorily has yet to be found.

Through the sixties and into the seventies, the junior colleges, many of which came to be called "community" colleges due to their local orientation, grew more rapidly than ever before. During that time, community college enrollment figures rose three times faster than those of the UC campuses and over twice those of the state colleges.⁸¹ While the two-year colleges were seen as the solution to the expansive demand for higher education in California, so also were they seen as the logical mechanism for extending educational opportunities to many who had not previously availed themselves of a postsecondary educational experience--i.e., ethnic minorities, women, and the poor. Community college admission requirements were minimal, geographical availability was high, both part- and full-time students could be accommodated, and the curriculum was so diverse that a variety of educational needs could be easily addressed. As a result, the community colleges met with overwhelming success, not only in making themselves available but also in being used.⁸² However, during times of fiscal constraint, such success soon became a curse rather than a blessing.

In retrospect, it was found that, from the very beginning, the role of the public, two-year college within society has been ambiguous, the

⁸⁰Program Evaluation and Approval Unit, op. cit., p. 14; Bob Silverman, "The Matriculated Student: An Academic Statement" Proceedings of the Academic Senate for the California Community Colleges, Fall, 1982.

⁸¹Cothran, op. cit., pp. 161-163.

⁸²Ibid., pp. 135-37.

governance relationship between local policymakers and state level authorities has been relatively loose, and financing mechanisms almost invariably have supported unlimited growth. It is no wonder that, as the current Chancellor of the California Community Colleges has noted with some concern, these institutions have grown to be regarded as "networks" and "loosely-knit conglomerates" operating in an "unsystematic" manner guided primarily by local needs and desires.⁸³

However, the fiscal and political environment in which California community colleges exist today is a great deal different. Resources are severely limited, Proposition Thirteen has altered funding structures substantially, and accountability in education is a popular notion not only in policymaking circles at the state level but also in the minds of the general public. As a result, the role of the community college in California is currently being re-examined, and priorities for the colleges as a "system" are being considered.

Summary

Selections from the literature presented in this chapter have illustrated that, in the opinion of theorists and practitioners, educational institutions as a whole are in need of a more clearly focused reason for existence and community colleges are certainly not exempt from the ill effects of such a condition. It was shown that not only is the existence of institutional purpose valuable for its own sake but that it also plays an important role in making other organizational

⁸³Gerald Hayward, "Chancellor's View: We Are a System," Board of Governors, California Community Colleges, Communique, (n.p., December, 1982), 5.

functions, such as evaluation and employee motivation, more meaningful. In addition, some authors have noted that when a multiplicity of goals exists, it is just as important to set priorities among them. This, in particular, was relevant to the California community colleges in that they serve a multitude of purposes. Finally, the need for broad input in the foundation of institutional purposes was recognized.

Goals analysis directed specifically at community colleges has indicated a recent growth in interest in that process. Findings of those studies provided a basis of comparison for the results of this study.

In the last section of the literature review, a brief historical background of California's community colleges was presented. It was found that the community college, almost from its inception, has been a public institution with a built-in ability to be flexible. As a result, it grew to become an entity with many purposes. In so doing, the community college was, in times of plenty, a popular phenomenon but at the same time an expensive one. Within their current political context, with limited resources and widespread cries for increased accountability in government, the California community colleges have found themselves at a philosophical crossroads: given their popularity, local policymakers generally see little reason for questioning their established role; however, given their expense, state level policymakers have committed themselves to a serious re-examination of the colleges' role in society.

The procedures described in the next chapter were employed in an attempt to begin to clarify the perceptions of institutional purpose for California community colleges.

CHAPTER III

PROCEDURES

The purpose of this study was to gather data regarding institutional goals as perceived by campus level administrators at California community colleges and to analyze that data in terms of the prospect of a statewide set of priorities. In order to accomplish that objective it was necessary to:

- 1) persuade campus level administrators that participating in the study was a worthwhile activity;
- 2) enlist potential respondents from a sample of community colleges that was representative of the colleges as a whole;
- 3) use an instrument that collected administrators' perceptions in a skillful way and, at the same time, facilitated an objective data analysis;
- 4) distribute the instrument in a manner that maximized the rate of return; and
- 5) analyze the administrators' responses in such a way that the study questions would be effectively addressed.

The procedures described in this chapter were designed to meet these requirements.

Making Participation Relevant to Campus Level Administrators

Two tactics were employed with the purpose of convincing potential

respondents that participation in the study was worth their time. One was gaining an endorsement of the study by individuals who would be likely to hold the respect of potential respondents; the other was providing to those who agreed to participate a token of appreciation that would be useful to them personally.

Prior to sending out the invitation to participate, an endorsement of the study was solicited from the Association of California Community College Administrators (ACCCA). This association was chosen for two reasons. ACCCA has been a primary political voice of administrator groups in dealing with state level issues. Secondly, while each classification of potential respondent--chief executive officers*, chief instructional officers, and primary student services administrators--has its own statewide professional organization, only ACCCA is perceived as being a representative of all three.

In October, a letter was sent to the ACCCA president requesting that the Association's Board of Directors consider an endorsement of the study. In mid-November, a reply was received indicating that the Board would endorse the dissertation project. (The letter requesting the endorsement and the ACCCA president's reply are provided in Appendix D.) A reference to the endorsement was then included on preprinted stationery used in written communication regarding the study.

The other tactic intended to enhance the participation rate was a promise to provide a token of appreciation that would be useful to the colleges at the local level. As part of the letter of invitation, each CEO who agreed to participate was offered an abstract of the

*hereafter referred to as CEO's

findings and a confidential campus report summarizing the data generated by their administrators' responses. In such a way, administrators at each of the participating colleges would learn more about the local arrangement of priorities in addition to being able to contrast their ranking of certain goals with that resulting from the statewide compilation of responses.

As seen in the next section, there was a satisfactory rate of affirmative response. It is believed that the ACCCA endorsement and the promise of a campus report contributed significantly by making participation relevant to those at the local level.

Sample Selection

It was critical that colleges involved in the study be representative of the colleges as a whole. With that in mind, the first step in the sample selection process was to seek from campus level CEOs a commitment regarding their administrators' participation in the study. In such a way, whether or not the participating sample was representative could be determined prior to distributing the survey.

In mid-November, an invitation to take part in the study was mailed to CEOs at each of 105 community college campuses.* With the invitation a reply post card was enclosed upon which the CEO could indicate his or her willingness to participate in the study. In the case of an affirmative response, there was a place on the reply postcard to put the names of the chief instructional officer and the primary student services administrator. (See Appendix E for a sample letter of

*Two campuses, Los Angeles Metropolitan and Saddleback North Campus, were excluded due to a lack of student data which were used as criteria for measurement of independent institutional variables.

invitation and reply postcard.)

Several procedures were employed to follow up on the invitation to participate. One week after the first letter went out, a reminder postcard was mailed (See Appendix E.) During the first week of December, telephone contacts were made with all CEOs who had not responded. By the second week in December, slightly over two thirds of the CEOs had indicated their intentions, either through the mail or as part of the telephone follow-up. In the end, fifty-eight CEOs consented to take part. However, two of the colleges were not able to be included in the study because of the lateness of their CEOs' responses. Negative responses were received from eighteen CEOs and twenty-nine CEOs never responded.

To judge whether or not the sample of fifty six colleges was representative of the colleges as a whole, a chi square analysis was employed similar to that used by the Analytical Studies Unit of the Chancellor's Office. The first step in the chi square analysis was to secure 1980 campus level statistical data from the Chancellor's Office so that each college could be evaluated with respect to four institutional characteristics--total credit and noncredit enrollment, district wealth as determined by total annual income per ADA, part-time students as percent of total enrollment, and non-white students as a percent of total reported enrollment ethnicity. The next step was to develop a rank ordering of the colleges with respect to each of these characteristics. Using four two-by-two matrices, the colleges were then categorized into consenting and non-consenting groups that were above and below each statewide median. Similarly, the colleges were divided into seven geographical regions, much like those used in the public

opinion survey conducted for the Chancellor's Office in 1979,¹ and a two-by-seven matrix was used to judge geographical representativity. These five institutional characteristics were subsequently used as independent variables in the analysis of the data.

As seen in the tables provided in Appendix F, the consenting groups did not differ significantly in number from the non-consenting groups. With these results, it was possible to proceed with the distribution of the study instrument with the confidence that the sample of colleges was representative of the colleges as a whole.

Instrumentation

As stated in the introductory remarks of this chapter, a primary concern existed regarding the ability of a data collection instrument to extract respondents' perceptions effectively and, at the same time, to facilitate an analysis of such data without the researcher resorting to subjective analytical methodology. For this reason, a decision was made to use the Community College Goals Inventory (CCGI). The inventory is an instrument authored by Richard Peterson, a senior research psychologist with the Educational Testing Service, as an adaptation of his widely-used Institutional Goals Inventory. The CCGI was developed in the late seventies in cooperation with the American Association of Community and Junior Colleges. A brief description of the field test of the CCGI and the instrument's subsequent use were referred to in Chapter II.

As it was used in this study, the CCGI consisted of a series of

¹California Community Colleges, A Survey of Public Attitudes Toward the California Community Colleges, op. cit.

ninety statements that referred to possible goals for community colleges. Respondents indicated their views regarding the importance of each of these goals on a five point scale ranging from "Of No Importance or Not Applicable" to "Of Extremely High Importance," both as they exist at the college currently and as respondents would like them to exist (herein referred to as the "present" and "preferred" dimensions, respectively). Internal reliability of the instrument was enhanced by four questions within the instrument addressing each of twenty primary goal areas. Categorized as to either an outcome or a process orientation, the twenty primary goal areas investigated were as follows:

<u>Outcome Goals</u>	<u>Process Goals</u>
General Education	Counseling and Advising
Intellectual Orientation	Student Services
Lifelong Learning	Faculty/Staff Development
Cultural/Aesthetic Awareness	Intellectual Environment
Personal Development	Innovation
Humanism/Altruism	College Community
Vocational/Technical Preparation	Freedom
Developmental/Remedial Preparation	Accessibility
Community Services	Effective Management
Social Criticism	Accountability

In addition, included in the CCGI were ten miscellaneous goal statements that referred to popular community college processes or outcomes not otherwise included in the twenty primary goal areas. Although no internal reliability was provided by multiple statements addressing these goal areas, each goal was quite pointed in its scope and open to little interpretive variability. The statements are shown here in an abbreviated context:

- To encourage students to learn about foreign cultures.
- To maintain or work to achieve autonomy in relation to governmental and other educational agencies.
- To include local citizens in planning programs.
- To interpret systematically the role of the college to local citizens.
- To provide educational experience relevant to ethnic minorities.

To arrange for participative policymaking.
 To seek to maintain high standards of academic performance.
 To excel in intercollegiate athletics.
 To provide educational experiences relevant to the interests of women.
 To serve as a cultural center in the community.

A sample of the instrument is provided in Appendix G. Included in Appendix C are definitions of each of the twenty primary goal areas as provided by the Educational Testing Service and complete descriptions of the statements addressing the miscellaneous goal areas.

Because of the recency of the instrument's publication, no reference to the CCGI was made in the latest edition of Buros' Mental Measurements Yearbook.² However, a Yearbook commentary was made on the Institutional Goals Inventory, the CCGI's predecessor. While an IGI reviewer complimented the inventory as being "... the best ... of its type available in the market,"³ use of the inventory by individual institutions for everyday decisionmaking was questioned.⁴ Similarly, one user of the CCGI remarked that the community college version of the IGI produced findings that "... are more useful in setting long-term and broad-based institutional priorities rather than in making routine decisions."⁵

Information supplied by the author of the inventory indicated an evaluation of internal consistency had been performed on the CCGI using the Kuder-Richardson Formula 20 calculation;⁶ results of the alpha

²Oscar K. Buros, ed., The Eighth Mental Measurement Yearbook (Highland Park, New Jersey: Gryphon Press, 1978).

³Ibid., p. 507. ⁴Ibid., pp. 504, 507. ⁵Capoor, op.cit., p. 12.

⁶Telephone interview with Richard Peterson, Senior Research Psychologist, Educational Testing Service, 13 July, 1982.

reliabilities and standard errors of measurement are provided in Appendix G. According to Helmstadter, these scores indicated a median rating for scales designed to survey attitudes which was judged to be satisfactory for the objectives here.⁷

No validity testing has been done on the CCGI. However, with Peterson's research experience in this area and the consultation sought in the development of the inventory, the CCGI was believed to be an adequate instrument for the purpose of this study.

Data Collection Procedures

Steps taken to collect the data included the initial distribution of the instruments and a series of two follow-up contacts. Each are described in detail below.

Initial Distribution of the Instruments

Because the commitment to participate was given by the CEOs on behalf of all potential campus level respondents, the distribution of the survey instruments was channeled through the CEOs' offices. In December, manila envelopes were mailed containing all of the materials necessary to carry out the distribution process at the local level. In each envelope were the following:

- A letter of transmittal to the CEO, including instructions for distributing the study materials to the other respondents, a deadline for the return of the inventories, and an attachment listing the other colleges represented in the study.
- Three envelopes, individually addressed to each of the study

⁷G. C. Helmstadter, Principles of Psychological Measurement (New York: Meredith Publishing Company, 1964), p. 85.

participants, including a letter of transmittal to the respondent, a Community College Goals Inventory coded to reflect the individual college and type of administrator, and a self-addressed, stamped envelope for return mailing.

--The required materials for expanding the Goals Inventory exercise to additional administrative staff for those who had previously indicated a desire to do so.

(Sample copies of most of the above are provided in Appendix H.)

Follow-up Procedures

In January, a telephone follow-up was conducted. At community colleges where two or more study participants had not returned their inventory, a call was made to the CEO's office asking that the CEO or his/her representative encourage the tardy respondents to complete the instruments and send them in. At colleges where only one participant had not returned an instrument, a direct contact was made. In some cases, replacement copies were requested and subsequently sent.

Approximately fifty surveys had not been returned by the end of January. As a result, in February, follow-up letters were sent as a last attempt to gather the missing instruments. (Sample copies of follow-up letters to non-responding CEOs and other administrators are provided in Appendix I.) Again, a number of replacement copies were requested and subsequently sent.

Statistical Treatment of the Data

Although advanced commitments from the CEOs were secured prior to distributing the instruments, not all instruments were returned. The table on the next page summarizes the rate of return:

TABLE 3.1

Study Instrument
Rate of Return

	n	%
Study Instruments Distributed	168 ¹	---
Colleges Returning Three Instruments	30	54 ²
Colleges Returning Two Instruments	17	30 ²
Colleges Returning One Instrument	8	14 ²
Colleges Returning No Instruments	1	2 ²
Total Returned	132	79 ³

¹Three at each of fifty-six community colleges²Percent of colleges participating (56)³Percent of instruments distributed (168)

While the administrators selected for the study were top-level managers at each campus, seldom would decisions as weighty as institutional purpose be made by one administrator alone. Therefore, it was determined that identification of a campus' goal priorities based upon a single administrator's perception would be inappropriate. As a result, only those colleges where at least two instruments were returned were included in the analysis of the data.

This decision resulted in the disqualification of nine of the colleges leaving forty-seven represented in the sample. Those forty-seven colleges represented eighty-four percent of the campuses where CEOs consented to participate, and forty-four percent of all the community colleges in the state. A repeat of the chi square test was done to judge the representativity of those colleges included in the analysis of the data. A summary of that analysis is provided in Chapter IV.

Campus level goal area mean scores for both the present and preferred dimension were calculated based upon the participants' responses to the ninety goal statements. State level mean scores were subsequently derived from an aggregation of the campus means. Standard deviations associated with each state level mean score were also derived as a measure of consensus regarding that value.

A t-test for the Comparison of Means was used to measure the statistical significance of the differences among goal area mean scores within dimensions and between present and preferred mean scores for individual goal areas. Further analysis was conducted with the purpose of showing possible association of independent variables with the manner in which priorities were set. Comparisons of state level mean scores

among independent variable categories were made and statistically significant differences were identified employing analyses of variance (ANOVA) and t-tests for multiple comparisons.

Summary

The purpose of this study was to gather data regarding administrators' perceptions about institutional goals for their respective California community colleges and to relate an analysis of that data to the recent interest expressed at the state level regarding the reexamination of purpose for these institutions. The description of the research methodology included procedures for the distribution of the invitation to participate in the study, an analysis of representativity of the sample of those indicating an interest in taking part, the selection and distribution of the instrument, and the statistical treatment of the data.

CHAPTER IV

FINDINGS

The primary purpose of this chapter is to address the study questions posed in the research design by reporting findings from administrators' responses to the survey instrument. Chapter IV is divided into six sections. In the first section, the study sample is described. Findings which address the disparity between administrators' perceptions of the present and preferred ranking of priorities are presented in the second section. In the third section, the relationship of institutional characteristics with administrators' ranking of priorities is reviewed. The fourth section is devoted to a discussion of the interaction between these two areas of inquiry. Additional findings are presented in the fifth section. In the final section, a summary of the findings is provided.

Description of the Sample

Survey instruments were sent to fifty-six community colleges in California. Initially, those fifty-six colleges were judged to be representative of the colleges as a whole through the use of a chi square analysis. However, because a number of the instruments were not returned--which caused the subsequent disqualification of nine colleges--forty-seven colleges comprised the final sample. Those colleges and their locations are listed in Table 4.1.

In Table 4.2, a summary of the institutional characteristic categories used in the data analysis, categorical ranges,

Table 4.1

California Community Colleges
Represented in the Final Sample
(Listed in Alphabetical Order)

College	Location	College	Location
College of Alameda	Alameda	Los Mendanos College	Pittsburg
Allan Hancock College	Santa Maria	College of Marin	Kentfield
Bakersfield College	Bakersfield	Mendocino College	Ukiah
Cabrillo College	Aptos	Merced College	Merced
Chabot College	Hayward	Mira Costa College	Oceanside
Citrus College	Azusa	Modesto Junior College	Modesto
Columbia College	Columbia	Mount San Antonio College	Walnut
Compton College	Compton	Mount San Jacinto College	San Jacinto
Crafton Hills College	Yucaipa	Pasadena City College	Pasadena
Cuyamaca College	El Cajon	College of the Redwoods	Eureka
Diablo Valley College	Pleasant Hill	Riverside City College	Riverside
East Los Angeles College	Monterey Park	San Francisco City College	San Francisco
El Camino College	Via Torrance	San Joaquin Delta College	Stockton
Fresno City College	Fresno	Santa Barbara City College	Santa Barbara
Fullerton College	Fullerton	Santa Rosa Junior College	Santa Rosa
Gavilan College	Gilroy	Shasta College	Redding
Glendale College	Glendale	Sierra College	Rocklin
Grossmont College	El Cajon	Skyline College	San Bruno
Hartnell College	Salinas	Solano Community College	Suisun City
Indian Valley Colleges	Novato	Southwestern College	Chula Vista
Kings River College	Reedley	Vista College	Berkeley
Lake Tahoe Community College	Lake Tahoe	West Hills College	Coalinga
Lassen College	Susanville	West Valley College	Saratoga
Los Angeles Valley College	Van Nuys		

Table 4.2

Institutional Characteristic Categories, Categorical Ranges
and Number of Colleges in the Final Sample in Each Range

Institutional Characteristic	Category	Range	<u>n</u>
Total Enrollment	High	69,016-14,890	17
	Medium	14,480- 7,651	17
	Low	7,500- 590	13
Part-time Enrollment	High	98.9%-78.5%	10
	High Medium	77.8%-74.2%	13
	Low Medium	73.7%-71.0%	10
	Low	70.6%-54.7%	14
Non-white Enrollment	High	99.7%-33.1%	17
	Medium	32.7%-20.1%	13
	Low	19.9%- 4.0%	17
District Wealth (Revenue/ADA)	High	\$5,701-\$2,486	12
	Medium	\$2,458-\$2,129	18
	Low	\$2,113-\$1,446	17

Geographical Location



Northern	5
San Francisco Bay Area	12
Central Valley	9
Coastal	5
Los Angeles Area	12
Desert Area	--
San Diego Area	4

and the number of colleges in the final sample which fall into each category are provided. Appendix J includes an identification of the in- and out-of-sample colleges with respect to each of these institutional characteristics.

A post-distribution chi square analysis was conducted to determine whether the final sample remained representative of the colleges as a whole. A summary of that analysis is provided in Table 4.3 below.

Table 4.3

Summary of Chi Square Analyses
Measuring the Representativity of the Final Sample

Institutional Characteristic	Alpha Level Range
Total Credit and Noncredit Enrollment [*]	.70-.50
Part-time Students as a Percent of Total Credit Enrollment	.90-.80
Non-white Students as a Percent of Enrollment Ethnicity Reported [*]	.50-.30
Total District Revenue per A.D.A. [*]	.30-.20
Geographical Location	.50-.30

^{*} 1980 Data, Chancellor's Office, California Community Colleges.

With the lowest alpha level range lying between .30 and .20, the null hypothesis of no significant differences between the colleges in the final sample and the colleges as a whole was retained as tenable. The matrices which support this analysis are presented in Appendix K.

Analysis of the Data: Study Question #1

"Where do differences between administrators' ranking of present and preferred priorities suggest a need for change?"

Reviewing the data as aggregated at the state level, it was found that there were statistically significant differences between administrators' perceptions regarding the current order of priorities and administrators' preferred ranking of those priorities. However, many of these differences were not significant from a practical standpoint, which suggested that the need to alter current priorities may not have been as necessary as the statistical analysis indicated. The data which support these findings are presented in this section in the following order:

- 1) for the sole purpose of providing an overview of the data collected, a review of the present and preferred priorities as measured by campus level mean scores aggregated at the state level;
- 2) an analysis of the disparity between present and preferred priorities; and,
- 3) an examination of the degree of consensus among the colleges regarding the state level mean scores.

A summary of the findings regarding this area of inquiry is presented at the end of the section.

Priorities as Aggregated at the State Level

As a collective measure of importance associated with each goal area, individual campus level mean scores were calculated based upon administrators' responses to ninety goal statements which make up the Community College Goals Inventory. State level mean scores were subsequently derived from an aggregation of the campus level data. As an overview, present and preferred dimension state level mean scores are shown in Table 4.4. A mean score in the "Present Dimension" was defined as administrators' perceptions of importance associated with a goal area at the time the instrument was completed. A mean score in the "Preferred Dimension" was defined as administrators' preferences for importance associated with a goal area in the future. The range created by the lowest (minimum) and highest (maximum) campus level mean score for each goal area is displayed in the table as well as the standard deviation associated with each state level mean score.

While the data in Table 4.4 summarily present administrators' responses to the survey instrument, in this form they do little in the way of addressing the questions at hand. It was necessary to examine various segments of that data in order to arrive at findings that were relevant to the solution of the problem. Such an examination follows.

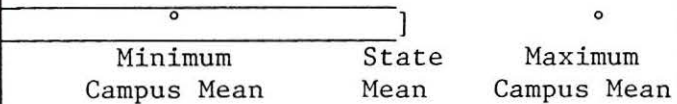
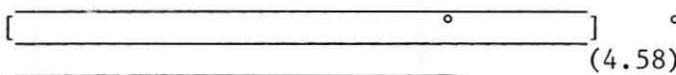
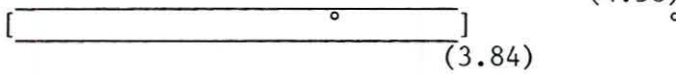
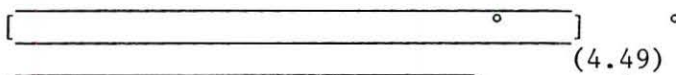
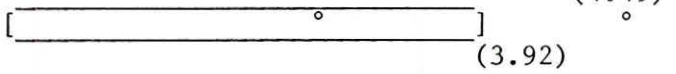
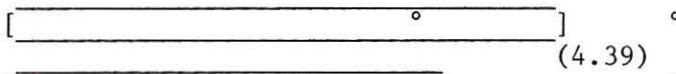
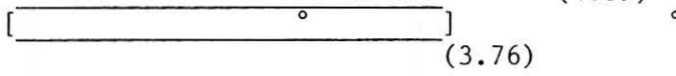
Analysis of the Disparity

Between Present and Preferred Priorities

The objective of the disparity analysis was to provide useful conclusions regarding the potential alteration of current priorities. The initial approach to this process, which is presented first, was to identify the differences in value between present and preferred mean scores. The result of this comparison was labeled absolute disparity.

Table 4.4

Institutional Goal Priorities as Perceived by Campus Level Administrators at California Community Colleges
CCGI Goal Areas, Campus Mean Scores as Aggregated at the State Level
(Rank Ordered Most to Least Important in the Preferred Dimension)

LEGEND				MEAN SCORE				
				1	2	3	4	5
RANK ¹	GOAL AREA ²	DIMENSION	STD. DEV.					
1.	M-High Academic Standards	Preferred	.35					
		Present	.52					
2.	P-General Education	Preferred	.25					
		Present	.47					
3.	P-Voc. and Tech. Preparation	Preferred	.47					
		Present	.55					

¹Mean scores carried out to four places were used in the formulation of the preferred dimension rankings. Mean scores as presented here are rounded to two places past the decimal and, as a result, there are several instances of identical scores.

²"p" before goal indicates that it is a primary CCGI goal area and "M" indicates that it is a miscellaneous CCGI goal area. Both primary and miscellaneous goal areas are described more fully in Appendix C.

Table 4.4 (continued)

<u>RANK</u>	<u>GOAL AREA</u>	<u>DIMENSION</u>	<u>STD. DEV.</u>	<u>MEAN SCORE</u>				
				1	2	3	4	5
4.	P-College Community	Preferred	.32	[-----°-----]				
		Present	.57	[-----°-----]				
							(4.37)	
							(3.37)	
5.	P-Effective Management	Preferred	.30	[-----°-----]				
		Present	.50	[-----°-----]				
							(4.33)	
							(3.43)	
6.	P-Dev. and Remedial Preparation	Preferred	.34	[-----°-----]				
		Present	.55	[-----°-----]				
							(4.27)	
							(3.40)	
7.	P-Accountability	Preferred	.33	[-----°-----]				
		Present	.44	[-----°-----]				
							(4.22)	
							(3.50)	
8.	P-Intellectual Orientation	Preferred	.30	[-----°-----]				
		Present	.48	[-----°-----]				
							(4.22)	
							(3.29)	
9.	M-Communicating the College Role	Preferred	.45	[-----°-----]				
		Present	.55	[-----°-----]				
							(4.15)	
							(3.15)	

Table 4.4 (continued)



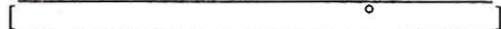


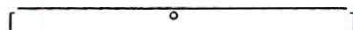
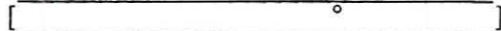

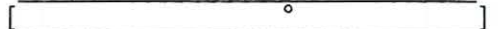

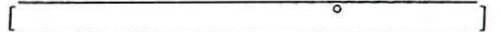

RANK	GOAL AREA	DIMENSION	STD. DEV.	MEAN SCORE					
				1	2	3	4	5	
10.	M-Participative Policymaking	Preferred	.47	[]					°
		Present	.64	[]					°
11.	P-Faculty and Staff Development	Preferred	.40	[]					°
		Present	.46	[]					°
12.	P-Personal Development	Preferred	.45	[]					°
		Present	.48	[]					°
13.	P-Accessibility	Preferred	.43	[]					°
		Present	.37	[]					°
14.	P-Humanism and Altruism	Preferred	.49	[]					°
		Present	.48	[]					°
15.	M-Education Relevant To Women	Preferred	.57	[]					°
		Present	.65	[]					°

Table 4.4 (continued)

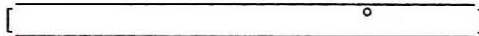
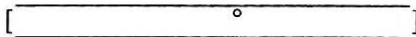
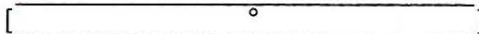
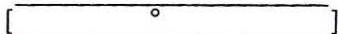

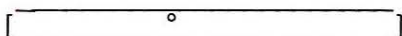
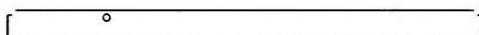


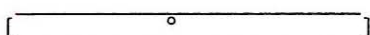
RANK	GOAL AREA	DIMENSION	STD. DEV.	MEAN SCORE					
				1	2	3	4	5	
16.	P-Counseling and Advising	Preferred	.45	[]					°
		Present	.58	[]					°
17.	P-Intellectual Environment	Preferred	.48	[]					°
		Present	.46	[]					°
18.	M-Education Relevant To Minorities	Preferred	.69	[]					°
		Present	.63	[]					°
19.	M-Institutional Autonomy	Preferred	.80	[]					°
		Present	.77	[]					°
20.	P-Lifelong Learning	Preferred	.39	[]					°
		Present	.47	[]					°

Table 4.4 (continued)




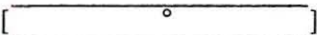
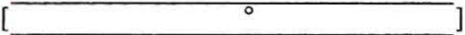


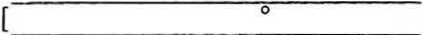




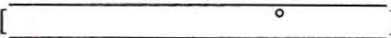
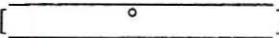

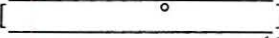
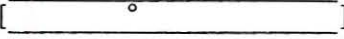
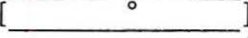
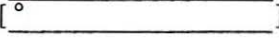
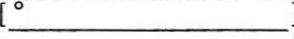
RANK	GOAL AREA	DIMENSION	STD. DEV.	MEAN SCORE				
				1	2	3	4	5
21.	P-Student Services	Preferred	.44	[]				
		Present	.54	[]				
22.	P-Innovation	Preferred	.44	[]				
		Present	.44	[]				
23.	M-Citizens Involved in Planning	Preferred	.56	[]				
		Present	.67	[]				
24.	P-Freedom	Preferred	.47	[]				
		Present	.52	[]				
25.	M-College As a Cultural Center	Preferred	.67	[]				
		Present	.79	[]				
26.	M-Study of Foreign Cultures	Preferred	.52	[]				
		Present	.65	[]				

Table 4.4 (concluded)

<u>RANK</u>	<u>GOAL AREA</u>	<u>DIMENSION</u>	<u>STD. DEV.</u>	<u>MEAN SCORE</u>				
				1	2	3	4	5
27.	P-Cultural and Aesthetic Awareness	Preferred	.44	[]				
		Present	.42	[]				
						(3.48)		
						(2.75)		
28.	P-Community Services	Preferred	.47	[]				
		Present	.45	[]				
						(3.47)		
						(2.83)		
29.	P-Social Criticism	Preferred	.46	[]				
		Present	.33	[]				
						(3.17)		
						(2.56)		
30.	M-Intercollegiate Athletics	Preferred	.66	[]				
		Present	.82	[]				
						(2.70)		
						(2.84)		

However, because this approach produced findings which fell short of addressing the question in a useful way, an alternate approach, the concept of rank disparity, was used to examine these differences. The results of the rank disparity analysis are presented second.

A comparison of state level mean scores, rank ordered from most to least important in both the present and preferred dimension, is provided in Table 4.5. In Table 4.6, the goal areas are rank ordered with respect to absolute disparity--i.e., the difference between the present and preferred mean scores for each goal area. As was observed in a similar study of a single institution,¹ almost all goal areas had values of absolute disparity which were positive, indicating that, in varying degrees, respondents preferred a greater emphasis being given to all goal areas except for one, Intercollegiate Athletics.²

In times of limited resources, such data might prove informative but not very useful. The funds currently available for community colleges in California fall short of being able to support an increased emphasis in almost every goal area. As an alternate approach to the study of disparity, an examination of the differences between positions of rank going from the present to preferred order of priorities was conducted. Such a process provided a rank disparity value for each goal area. In Table 4.7, a summary of rank disparities is presented. In calculating these rank disparities, it was found that fourteen goal areas had positive rank disparity scores, two goal areas had neutral rank disparity scores, and the remaining fourteen goal areas had negative

¹Madan Capoor, op. cit., p. 9.

²Capoor claimed that such a tendency is largely due to the design of the CCGI (p. 5).

Table 4.5
Present and Preferred Goal Areas, Listed Most to Least Important

<u>Present Dimension</u>			<u>Preferred Dimension</u>		
<u>Rank</u>	<u>Goal Area</u>	<u>State Level Mean Score</u>	<u>Rank</u>	<u>Goal Area</u>	<u>State-Level Mean Score</u>
1.	General Education	3.92	1.	High Academic Standards	4.58
2.	High Academic Standards	3.84	2.	General Education	4.49
3.	Voc. & Tech. Preparation	3.76	3.	Voc. & Tech. Preparation	4.39
4.	Accessibility	3.72	4.	College Community	4.37
5.	Freedom	3.59	5.	Effective Management	4.33
6.	Participative Policymaking	3.52	6.	Dev. & Remedial Preparation	4.27
7.	Accountability	3.50	7.	Accountability	4.22
8.	Student Services	3.48	8.	Intellectual Orientation	4.22
9.	Education Relevant to Women	3.45	9.	Communicating the College Role	4.15
10.	Effective Management	3.43	10.	Participative Policymaking	4.09
11.	Dev. & Remedial Preparation	3.40	11.	Faculty & Staff Development	4.04
12.	College Community	3.37	12.	Personal Development	4.04
13.	Counseling & Advising	3.36	13.	Accessibility	4.03
14.	Citizens Involved in Planning	3.35	14.	Humanism & Altruism	3.91
15.	Education Relevant to Minorities	3.33	15.	Education Relevant to Women	3.90
16.	Intellectual Orientation	3.29	16.	Counseling & Advising	3.89
17.	Lifelong Learning	3.28	17.	Intellectual Environment	3.88
18.	Institutional Autonomy	3.27	18.	Education Relevant to Minorities	3.85
19.	College as a Cultural Center	3.26	19.	Institutional Autonomy	3.81
20.	Faculty & Staff Development	3.23	20.	Lifelong Learning	3.81
21.	Communicating the College Role	3.15	21.	Student Services	3.79
22.	Personal Development	3.11	22.	Innovation	3.77
23.	Intellectual Environment	2.99	23.	Citizens Involved in Planning	3.77
24.	Innovation	2.92	24.	Freedom	3.73
25.	Humanism & Altruism	2.87	25.	College as a Cultural Center	3.67
26.	Intercollegiate Athletics	2.84	26.	Study of Foreign Cultures	3.56
27.	Community Services	2.83	27.	Cultural & Aesthetic Awareness	3.48
28.	Cultural & Aesthetic Awareness	2.75	28.	Community Services	3.47
29.	Study of Foreign Cultures	2.67	29.	Social Criticism	3.17
30.	Social Criticism	2.56	30.	Intercollegiate Athletics	2.70

Table 4.6

Disparity Analysis
(Goal Areas Listed By Degree Of Absolute Disparity*)

Goal Area	Absolute Disparity	Goal Area	Absolute Disparity
Humanism & Altruism	1.04	Voc. and Tech. Preparation	.63
College Community	1.00	Social Criticism	.61
Communicating the College Role	1.00	Participative Policymaking	.57
Personal Development	.93	General Education	.57
Intellectual Orientation	.91	Institutional Autonomy	.54
Effective Management	.90	Lifelong Learning	.53
Intellectual Environment	.89	Counseling and Advising	.53
Study of Foreign Cultures	.89	Education Relevant to Minorities	.52
Dev. and Remedial Preparation	.87	Education Relevant to Women	.45
Innovation	.85	Citizens Involved in Planning	.42
Faculty and Staff Development	.81	College as a Cultural Center	.41
Cultural and Aesthetic Awareness	.73	Student Services	.31
Accountability	.72	Accessibility	.31
High Academic Standards	.71	Freedom	.14
Community Services	.64	Intercollegiate Athletics	-.14

*Mean score in the preferred dimension minus mean score in the present dimension.

Table 4.7

Disparity Analysis
(Goal Areas Listed By Degree of Rank Disparity^{*})

<u>Goal Area</u>	<u>Rank Disparity</u>	<u>Goal Areas</u>	<u>Rank Disparity</u>
Communicating the College Role	+12	Voc. and Tech. Preparation	0
Humanism and Altruism	+11	General Education	-1
Personal Development	+10	Institutional Autonomy	-1
Faculty and Staff Development	+9	Community Services	-1
College Community	+8	Lifelong Learning	-3
Intellectual Orientation	+8	Counseling and Advising	-3
Intellectual Environment	+6	Education Relevant to Minorities	-3
Effective Management	+5	Participative Policymaking	-4
Dev. and Remedial Preparation	+5	Intercollegiate Athletics	-4
Study of Foreign Cultures	+3	Education Relevant to Women	-6
Innovation	+2	College as a Cultural Center	-6
Cultural and Aesthetic Awareness	+1	Accessibility	-9
Social Criticism	+1	Citizens Involved in Planning	-9
High Academic Standards	+1	Student Services	-13
Accountability	0	Freedom	-19

*Rank of goal area in the preferred dimension minus rank of goal area in present dimension

rank disparity scores.

Generally speaking, the rank disparities in Table 4.7 followed the pattern of the absolute disparities presented in Table 4.6. There were a few exceptions, however. One exception worthy of note was the goal area Intercollegiate Athletics. Intercollegiate Athletics was the only goal area perceived by administrators as deserving of a decreased emphasis, using absolute disparity as the criterion. However, upon examination of the rank disparity associated with this goal area, there were six goal areas that had a higher negative value. This condition was caused, at least in part, by Intercollegiate Athletics occupying the twenty-sixth position among thirty present dimension mean scores. In that position, it was impossible for Intercollegiate Athletics to assume a position of rank in the preferred dimension that was any more than four positions lower. Given the fact that it was the only goal area associated with a negative absolute disparity, if there had been forty or more goal areas examined in the study, no doubt the preferred position of rank would have been lower and, as a result, the negative rank disparity greater.

To summarize, both absolute disparity and rank disparity scores seemed to indicate that there clearly was a perceived need among administrators for an increased emphasis in a number of goal areas. In Table 4.8, the six goal areas receiving the highest positive scores with respect to both disparity criteria are listed. Upon consideration of other goal areas for increased emphasis, the absolute disparity scores dropped from .81 to .73 and the rank disparity scores dropped from +8 to +6. Therefore, choosing to discuss only the top six goal areas seemed to be a selection based upon a natural segmentation in the data.

Table 4.8

Six Goal Areas
With the Highest Increased Emphasis Indicators

Goal Area	Disparity Scores	
	Absolute	Rank
Humanism and Altruism	1.04	+11
Communicating the College Role	1.00	+12
College Community	1.00	+8
Personal Development	.93	+10
Intellectual Orientation	.91	+8
Faculty and Staff Development	.81	+9

When reviewing the data for consideration of areas where a de-emphasis in priority might be appropriate, several goal areas were found to have rather high negative rank disparity scores. Because of the absense of negative absolute disparity scores for those goal areas, this finding could not be viewed as a communicated desire for decreased emphasis. Instead, the negative rank disparity scores were construed only as an indication that a lack of concern might have existed among the respondents regarding a de-emphasis of these goal areas, if such a move were necessary. In Table 4.9, the six goal areas receiving the highest negative rank disparity scores are listed, along with those goal areas' relatively low absolute disparity scores. Due to the limitation regarding rank disparity associated with Intercollegiate Athletics, that goal area is also listed based solely on its negative absolute disparity score.

The degree to which consensus existed among the colleges was a condition critical to the level of confidence associated with the generalizability of these findings. A discussion of consensus follows.

Table 4.9

Seven Goal Areas
With the Highest Indicators
Of a Lack of Concern Regarding De-emphasis

Goal Area	Disparity Scores	
	Absolute	Rank
Freedom	.14	-19
Student Services	.31	-13
Accessibility	.31	-9
Citizens Involved in Planning	.42	-9
College as a Cultural Center	.41	-6
Education Relevant to Women	.45	-6
Intercollegiate Athletics	-.14	-4

Consensus Regarding the Priorities Set

A review of the mean score standard deviations in Table 4.4 indicated, at first glance, that a fair amount of consensus existed among the colleges regarding the priorities set. The mean of the standard deviations for goal areas in the present dimension was .542, while the mean standard deviation for the preferred mean scores was .462. Assuming a normal distribution, it was concluded that a large majority (about two-thirds) of college level mean scores for most goal areas were within approximately one point of each other on the five point scale used in the CCGI.*

Some concern was felt, however, when comparing the degree of

* Approximately two-thirds of the individual college mean scores for a given goal area should lie within the range defined by plus or minus one standard deviation from the state level mean. On the average, plus or minus one standard deviation for present dimension mean scores was 1.0824 ($2 \times .542$). The same calculation for the preferred dimension scores was .924 ($2 \times .462$).

consensus statewide with the relatively small differences in mean scores of goal areas close to each other in position of rank. Many of the differences in mean scores were less than one-tenth of a point (see Table 4.5), while the consensus data indicated that two-thirds of the college level mean scores for most goal areas were within one point of each other on a five-point scale. This would seemingly prevent one to view a small difference in position of rank within either dimension with much confidence. Likewise, a comparison of the amount of absolute disparity for each goal area (see Table 4.6) with the degree of consensus statewide was cause for additional concern. The greatest differences between present and preferred mean scores (1.04 for Humanism and Altruism and 1.00 for both College Community and Communicating the College Role) were very close in value to only twice those mean scores' mean standard deviation. As a result, it became obvious that an investigation into the significance of differences between and among these goal area mean scores would be required.

The t-test for the Comparison of Means was used to measure the statistical significance of differences among all goal area mean scores within each dimension, and between present and preferred mean scores for the goal areas taken individually. The tables on the next two pages are used to summarize the statistical significance of differences in positions of rank within the present and preferred dimension for all goal areas. An alpha level of .05 was used as the criterion for significance. The pattern of significant and insignificant differences as shown in Tables 4.10 and 4.11 were quite similar. Generally speaking, those goal areas occupying the high-middle to low-middle ranks did not differ significantly within a number of positions of rank, up or down.

Table 4.10

Significant & Insignificant Differences¹ in Positions of Rank Among Present Priorities
(Statistically Measured at .05 Alpha Level Using t-Tests for Comparison of Means)

	1. General Education	2. High Academic Standards	3. Voc. & Tech. Preparation	4. Accessibility	5. Freedom	6. Participative Policymaking	7. Accountability	8. Student Services	9. Education Relevant To Women	10. Effective Management	11. Dev. & Remedial Preparation	12. College Community	13. Counseling & Advising	14. Citizens Involved In Planning	15. Education Relevant To Minorities	16. Intellectual Orientation	17. Lifelong Learning	18. Institutional Autonomy	19. College As A Cultural Center	20. Faculty & Staff Development	21. Communicating The College Role	22. Personal Development	23. Intellectual Environment	24. Innovation	25. Humanism & Altruism	26. Intercollegiate Athletics	27. Community Services	28. Cultural & Aesthetic Awareness	29. Study Of Foreign Cultures	30. Social Criticism
1. General Education		.332	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
2. High Academic Standards	.332		.305	.108	S	S	.108	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
3. Voc. & Tech. Preparation	S	.305		.469	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
4. Accessibility	S	.108	.469		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
5. Freedom	S	S	S	S		.498	.231	.132	.137	.152	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
6. Participative Policymaking	S	S	S	S	.498		.827	.730	.540	.215	.252	.061	.180	.162	.129	S	S	S	.062	S	S	S	S	S	S	S	S	S	S	S
7. Accountability	S	.108	S	S	.231	.827		.830	.584	.267	.196	.073	.091	.110	.062	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
8. Student Services	S	S	S	S	.132	.730	.830		.746	.572	.262	.182	S	.217	.169	S	S	S	.081	.059	S	S	S	S	S	S	S	S	S	S
9. Education Relevant To Women	S	S	S	S	.137	.540	.584	.746		.857	.630	.319	.361	.347	.225	.081	S	S	.073	.107	S	S	S	S	S	S	S	S	S	S
10. Effective Management	S	S	S	S	.062	.215	.267	.572	.857		.748	.326	.474	.406	.315	.100	.069	.137	.136	S	S	S	S	S	S	S	S	S	S	S
11. Dev. & Remedial Preparation	S	S	S	S	S	.252	.196	.262	.630	.748		.667	.592	.621	.450	.157	.103	.246	.207	S	S	S	S	S	S	S	S	S	S	S
12. College Community	S	S	S	S	S	.061	.073	.182	.319	.326	.667		.951	.846	.719	.314	.225	.283	.319	S	S	S	S	S	S	S	S	S	S	S
13. Counseling & Advising	S	S	S	S	S	.180	.091	S	.361	.474	.592	.951		.914	.739	.407	.286	.448	.373	.079	S	S	S	S	S	S	S	S	S	S
14. Citizens Involved In Planning	S	S	S	S	S	.162	.110	.217	.347	.406	.621	.846	.914		.813	.511	.439	.463	.467	.168	S	S	S	S	S	S	S	S	S	S
15. Education Relevant To Minorities	S	S	S	S	S	.129	.062	.169	.225	.315	.450	.719	.739	.813		.755	.593	.630	.610	.325	.078	S	S	S	S	S	S	S	S	S
16. Intellectual Orientation	S	S	S	S	S	S	S	S	.081	.100	.157	.314	.407	.511	.755		.775	.817	.760	.346	.079	S	S	S	S	S	S	S	S	S
17. Lifelong Learning	S	S	S	S	S	S	S	S	S	.069	.103	.225	.286	.439	.593	.775		.954	.885	.540	.146	S	S	S	S	S	S	S	S	S
18. Institutional Autonomy	S	S	S	S	S	S	S	.081	.073	.137	.246	.283	.448	.463	.630	.817	.954		.936	.675	.191	.150	S	S	S	S	S	S	S	S
19. College As A Cultural Center	S	S	S	S	S	.062	S	.059	.107	.136	.207	.319	.373	.467	.610	.760	.885	.936		.775	.332	.202	S	S	S	S	S	S	S	S
20. Faculty & Staff Development	S	S	S	S	S	S	S	S	S	S	S	S	.079	.168	.325	.346	.540	.675	.775		.298	.069	S	S	S	S	S	S	S	S
21. Communicating The College Role	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.078	.079	.146	.191	.322	.298		.635	S	S	S	S	S	S	S	S
22. Personal Development	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.150	.202	.069	.635		S	S	S	S	S	S	S	S
23. Intellectual Environment	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S		.235	S	S	S	S	S	S
24. Innovation	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.235		.419	.551	.075	S	S	S
25. Humanism & Altruism	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.419	.799		.799	.519	S	S	S
26. Intercollegiate Athletics	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.054	.276	.551	.799	.963	.506	.228	S	S
27. Community Services	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.075	.519	.963	.166	.072	S	S	S
28. Cultural & Aesthetic Awareness	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.506	.166	.202	S	S	S
29. Study Of Foreign Cultures	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.228	.072	.202	S	S	S
30. Social Criticism	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.252	S	S	S

¹ Pairs of goal areas with significantly different positions of rank (.05 alpha level or lower) are indicated in the matrix by an "S." For those pairs of goal areas not found to have positions of rank that are significantly different, the degree of insignificance is noted by a three digit decimal number representing the 2-tail probability level.

Table 4.11

Significant & Insignificant Differences¹ in Positions of Rank Among Preferred Priorities
(Statistically Measured at .05 Alpha Level Using t-Tests for Comparison of Means)

	1. High Academic Standards	2. General Education	3. Voc. & Tech. Preparation	4. College Community	5. Effective Management	6. Dev. & Remedial Preparation	7. Accountability	8. Intellectual Orientation	9. Communicating The College Role	10. Participative Policymaking	11. Faculty & Staff Development	12. Personal Development	13. Accessibility	14. Humanism & Altruism	15. Education Relevant To Women	16. Counseling & Advising	17. Intellectual Environment	18. Education Relevant To Minorities	19. Institutional Autonomy	20. Lifelong Learning	21. Student Services	22. Innovation	23. Citizens Involved In Planning	24. Freedom	25. College As A Cultural Center	26. Study Of Foreign Cultures	27. Cultural & Aesthetic Awareness	28. Community Services	29. Social Criticism	30. Intercollegiate Athletics
1. High Academic Standards	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
2. General Education	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
3. Voc. & Tech. Preparation	S	S	S	.682	.266	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
4. College Community	S	S	.682	S	.320	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
5. Effective Management	S	S	.266	.320	S	.170	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
6. Dev. & Remedial Preparation	S	S	S	S	.170	S	.197	.327	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
7. Accountability	S	S	S	S	S	.197	S	.968	.164	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
8. Intellectual Orientation	S	S	S	S	S	.327	.968	S	.251	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
9. Communicating The College Role	S	S	S	S	S	S	.164	.251	S	.351	.101	.113	.054	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
10. Participative Policymaking	S	S	S	S	S	S	S	S	.351	S	.491	.458	.387	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
11. Faculty & Staff Development	S	S	S	S	S	S	S	S	.101	.491	S	.952	.830	.070	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
12. Personal Development	S	S	S	S	S	S	S	S	.113	.458	.952	S	.900	.068	S	S	S	S	.078	S	S	S	S	S	S	S	S	S	S	S
13. Accessibility	S	S	S	S	S	S	S	S	.054	.387	.830	.900	S	.088	.072	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
14. Humanism & Altruism	S	S	S	S	S	S	S	S	S	S	.070	S	.088	S	.959	.790	.660	.447	.403	.127	.147	S	S	S	S	S	S	S	S	S
15. Education Relevant To Women	S	S	S	S	S	S	S	S	S	S	S	.068	.073	.959	S	.822	.680	.447	.400	.180	.142	.055	.157	S	.108	S	S	S	S	S
16. Counseling & Advising	S	S	S	S	S	S	S	S	S	S	S	S	S	.790	.822	S	.892	.672	.491	.189	S	.059	.178	S	S	S	S	S	S	S
17. Intellectual Environment	S	S	S	S	S	S	S	S	S	S	S	S	S	.660	.680	.892	S	.677	.446	.200	.139	S	.170	S	S	S	S	S	S	S
18. Education Relevant To Minorities	S	S	S	S	S	S	S	S	S	S	S	S	S	.447	.447	.672	.677	S	.752	.662	.593	.433	.471	.218	.125	S	S	S	S	S
19. Institutional Autonomy	S	S	S	S	S	S	S	S	S	S	S	.078	S	.403	.400	.491	.446	.752	S	.987	.907	.742	.713	.472	.192	S	S	S	S	S
20. Lifelong Learning	S	S	S	S	S	S	S	S	S	S	S	S	S	.127	.180	.189	.200	.622	.987	S	.855	.557	.578	.228	.130	S	S	S	S	S
21. Student Services	S	S	S	S	S	S	S	S	S	S	S	S	S	.147	.142	S	.139	.593	.907	.855	S	.711	.742	.274	.087	S	S	S	S	S
22. Innovation	S	S	S	S	S	S	S	S	S	S	S	S	S	.055	.059	S	.433	.742	.557	.711	S	S	.919	.465	.181	S	S	S	S	S
23. Citizens Involved In Planning	S	S	S	S	S	S	S	S	S	S	S	S	S	.123	.157	.178	.170	.471	.713	.578	.742	.919	S	.648	.353	S	S	S	S	S
24. Freedom	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.218	.472	.228	.274	.465	.648	S	S	S	.455	.069	S	S	S	S	S
25. College As A Cultural Center	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.125	.192	.130	.087	.181	.353	.455	S	.367	.055	S	S	S	S
26. Study Of Foreign Cultures	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.069	.367	.315	.334	S	S	.792
27. Cultural & Aesthetic Awareness	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.055	.315	.334	S	S	S	S
28. Community Services	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	.334	.832	S	S	S	S
29. Social Criticism	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
30. Intercollegiate Athletics	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S

¹Pairs of goal areas with significantly different positions of rank (.05 alpha level or lower) are indicated in the matrix by an "S." For those pairs of goal areas not found to have positions of rank that are significantly different, the degree of insignificance is noted by a three digit decimal number representing the 2-tail probability level.

Those goal areas at the high and low ends of the rank-ordered lists, however, were significantly different from one another usually within a few positions of rank in either direction.

The importance of the data presented in Tables 4.10 and 4.11 rests in the selection of goal areas as candidates for change in emphasis. The primary criterion for such a selection was a goal area's rank disparity score. However, even though a goal area may have had a comparatively high rank disparity score, if the confidence in its position of rank among other present or preferred dimension goal areas was weakened due to a lack of significantly different mean scores which surrounded it, then confidence in the rank disparity is also somewhat diminished.

Reviewing the number of insignificant differences which surrounded the mean scores for the goal areas considered for an increase in emphasis, it was found that the range of insignificantly different positions at times approximated, or even surpassed, those goal areas' rank disparity scores. A summary of that data is provided in Table 4.12. Similarly, reviewing the number of insignificant differences surrounding goal areas considered as candidates for de-emphasis, it was found that some of the ranges of insignificantly different positions again approximated and surpassed those goal areas' rank disparity scores. In Table 4.13, those data are presented.

The information presented in Tables 4.12 and 4.13 diminished, to a degree, the confidence in most of the rank disparity scores. Several of these goal areas withstood the scrutiny of the t-test (Communicating the College Role in Table 4.12 and both Freedom and Accessibility in Table 4.13), and those goal areas considered for an increase in emphasis have

Table 4.12

Comparison of the Range of Insignificantly Different Positions
With Rank Disparity Scores for Goal Areas
Considered for Increased Emphasis

Goal Area	Range of Insignificantly Different Positions		Rank Disparity Score
	Present Dimension	Preferred Dimension	
Humanism and Altruism	1 higher	3 higher	+11
	2 lower	9 lower	
Communicating the College Role	6 higher	2 higher	+12
	2 lower	4 lower	
College Community	6 higher	1 higher	+8
	7 lower	1 lower	
Personal Development	4 higher	3 higher	+10
	4 lower	7 lower	
Intellectual Orientation	7 higher	2 higher	+8
	5 lower	1 lower	
Faculty and Staff Development	7 higher	2 higher	+9
	2 lower	3 lower	

their high absolute disparity scores to fall back on. However, one might be tempted to completely disregard the others as possible candidates for change. It was decided that, for the purpose of discussion, the lack of confidence would be acknowledged here and the proposition of changing the emphasis of all goal areas previously

Table 4.13

Comparison of the Range of Insignificantly Different Positions
With Rank Disparity Scores for Goal Areas
Considered for De-emphasis

Goal Area	Range of Insignificantly Different Positions		Rank Disparity Score
	Present Dimension	Preferred Dimension	
Freedom	0 higher	6 higher	-19
	5 lower	2 lower	
Student Services	3 higher	7 higher	-13
	11 lower	4 lower	
Accessibility	2 higher	4 higher	-9
	0 lower	2 lower	
Citizens Involved in Planning	8 higher	9 higher	-9
	6 lower	2 lower	
College as a Cultural Center	13 higher	7 higher	-6
	3 lower	2 lower	
Education Relevant to Women	4 higher	3 higher	-6
	10 lower	10 lower	
Intercollegiate Athletics	4 higher	4 higher	-4
	3 lower	0 lower	

identified in Tables 4.8 and 4.9 would be addressed with this word of caution.

When applying the t-test to measure significance of differences

between present and preferred mean scores, all differences were found to be significant at the .01 alpha level except for one--Intercollegiate Athletics. Although this one exception was the only goal area with a negative absolute disparity score, the standard deviations associated with present and preferred mean scores for Intercollegiate Athletics were comparatively high (.82 and .67). This factor contributed heavily toward making the difference statistically insignificant. Statistical information provided in Table 4.14 supported this finding of insignificance, with the two-tail probability level reaching .164. Appendix L includes similar data for the other twenty-nine goal areas, where present and preferred mean score differences were found to be statistically significant.

Table 4.14

Significance of Difference Between Present and Preferred Priorities
Assigned to Intercollegiate Athletics*

Dimension	Mean	Std. Dev.	Std. Error	Difference Mean	Std. Dev.	Std. Error	t- Value	df	2-Tail Prob.
Present	2.840	.816	0.119	-0.1383	.671	0.098	-1.41	46	<u>0.164</u>
Preferred	2.702	.659	0.096						

The temptation to also throw out Intercollegiate Athletics as a candidate for de-emphasis would exist here, considering the statistical insignificance of the difference between the present and preferred mean scores. However, because of that goal area's distinguishing characteristic as the only goal area where, on balance, administrators

perceived a need to decrease its level of importance, Intercollegiate Athletics was nonetheless allowed to remain among those institutional functions considered in the discussion.

Data Summary: Study Question #1

Using absolute disparity as the criterion, differences did exist between administrators' perceptions regarding the current order of priorities and administrators' preferred ranking of those priorities for the future. With the exception of Intercollegiate Athletics, all goal areas had positive absolute disparity scores, with present and preferred mean scores differing in a statistically significant way at the .01 alpha level. Taken alone, these findings suggested serious consideration of an increase in emphasis in almost all goal areas. However, the current political and fiscal environment of the community colleges in California affected the practicality of such action.

As an alternative, the concept of rank disparity was employed. Largely based upon the data created by that alternate approach, six goal areas were identified as candidates for an increase in emphasis--Humanism and Altruism, Communicating the College Role, College Community, Personal Development, Intellectual Orientation, and Faculty and Staff Development; seven others were identified as candidates for a decrease in emphasis--Freedom, Student Services, Accessibility, Citizens Involved in Planning, College as a Cultural Center, Education Relevant to Women, and Intercollegiate Athletics. While the confidence in using the rank disparity scores to identify goal areas for change in emphasis was somewhat threatened by an analysis of differences between positions of rank, the weakness was nonetheless acknowledged and the

named candidates for a change in emphasis were left intact.

Analysis of the Data: Study Question #2

"Are there significant differences in the ranking of priorities associated with particular institutional characteristics?"

Employing an analysis of variance as the statistical tool, it was found that there were institutional characteristics associated with significant differences in the ranking of priorities. However, all but one association was found within perceptions of administrators regarding the current ranking of priorities. This finding indicated that perceptions by type of college regarding the ideal order of priorities generally did not differ significantly from each other.

A summary of statistically significant differences in goal area mean scores grouped by institutional characteristic is presented in Table 4.15. Importance of goal areas as perceived by administrators in the present dimension are on the left; importance as perceived by administrators in the preferred dimension are on the right. Those differences that met the significance criterion selected in the research design (.05 alpha level) are identified by an asterisk (*); those that met a lesser criterion of .10 alpha level are identified by a small letter x. Twenty-two of the thirty goal areas examined are listed. The other eight--Personal Development, Intellectual Orientation, Participative Policymaking, General Education, Institutional Autonomy, Citizens Involved in Planning, College as a Cultural Center, and Communicating the College Role--had no differences that met the lesser criterion of significance.

Other than the variable District Wealth being associated with many significant differences in the present dimension, no other obvious

Table 4.15

Summary of Statistically Significant Differences Among CCGI Goal Area Mean Scores
with Sample Colleges Grouped by Institutional Characteristics
(*=.05 Alpha Level; x=.10 Alpha Level)

Goal Area (Listed Alphabetically)	Present Dimension					Geog. Location	Preferred Dimension				
	Total Enroll	Non- White Enroll	Part- Time Enroll	Dist. Wealth			Total Enroll	Non- White Enroll	Part- Time Enroll	Dist. Wealth	Geog. Location
Accessibility				X				X			
Accountability				*							
College Community				*							
Community Services				X							X
Counseling & Advising				*							
Cultural & Aesthetic Awareness									X		
Dev. & Remedial Preparation				X							
Education Relevant to Minorities	*										
Education Relevant to Women				*							
Effective Management				X							
Faculty & Staff Development		*		X							
Freedom				*				X	X		
High Academic Standards				*							
Humanism & Altruism	X			*							
Innovation				X							
Intellectual Environment ¹				*							
Intercollegiate Athletics ¹	*	*	*				X				
Lifelong Learning						*					
Social Criticism ¹									*		
Student Services ¹			*	*							
Study of Foreign Cultures						X					
Voc. & Tech. Preparation											

¹No interaction found (See Appendix M)

patterns of difference existed. For those goal areas in the present dimension where there was more than one significant difference at the .05 alpha level, no interaction between or among those variables was found. The results of the two-way analyses of variance conducted to test for these interactions are provided in Appendix M.

Differences significant at the .05 alpha level which were found in the ranking of priorities in the present dimension are summarized in Table 4.16 and briefly described below:

- 1) Administrators at community colleges with lower total enrollment tended to perceive a lower priority being given to both Education Relevant to Minorities and Intercollegiate Athletics.
- 2) Administrators at community colleges with higher non-white enrollment gave Faculty and Staff Development a position of importance lower than the position given to that goal area by administrators at colleges with a medium level of non-white enrollment.
- 3) Intercollegiate Athletics was given a position of lower importance at community colleges where non-white enrollment was low as compared with the position given to that goal area at community colleges where non-white enrollment was at a medium level.
- 4) Administrators at community colleges with comparatively lower part-time enrollment tended to give a higher priority to Intercollegiate Athletics and Student Services.
- 5) Ten goal areas were given a lower priority by administrators at community colleges with relatively high district

Table 4.16

Description of Statistically Significant Differences^{*}
In CCGI Goal Area Mean Scores In the Present Dimension
Among Categories of Institutional Characteristics

<u>Among Categories of Total Enrollment</u>					
Goal Area	Significant Difference(s)	<u>Significantly Different Mean Scores by Category</u>			F Prob.
		High	Medium	Low	
Education Relevant to Minorities	Low with Medium	--	3.62	3.09	0.0479
Intercollegiate Athletics	Low with High, Medium	3.15	3.01	2.22	0.0029
<u>Among Categories of Non-white Enrollment</u>					
Goal Area	Significant Difference(s)	<u>Significantly Different Mean Scores by Category</u>			F Prob.
		High	Medium	Low	
Faculty & Staff Development	High with Medium	3.01	3.45	--	0.0224
Intercollegiate Athletics	Medium with Low	--	3.24	2.45	0.0234

*.05 alpha level was used as the criterion for significance. Where more than one difference existed among a goal area's mean scores, the F probability refers to the sum significance of all differences.

Table 4.16 (continued)

<u>Among Categories of Part-time Enrollment</u>						
Goal Area	Significant Difference(s)	<u>Significantly Different Mean Scores by Category</u>				F Prob.
		High	High-Medium	Low-Medium	Low	
Intercollegiate Athletics	High with all others	2.00	3.09	2.82	3.23	0.0007
Student Services	Low with High, High-Medium	3.32	3.26	--	3.82	0.0275
<u>Among Categories of District Wealth</u>						
Goal Area	Significant Difference(s)	<u>Significantly Different Mean Scores by Category</u>			F Prob.	
		High	Medium	Low		
Accountability	High with Low	3.26	--	3.67	0.0410	
College Community	High with Medium, Low	2.97	3.50	3.51	0.0151	
Counseling and Advising	High with Medium, Low	2.98	3.44	3.56	0.0208	
Education Relevant to Women	High with Low	3.07	--	3.70	0.0348	
Freedom	High with Medium, Low	3.23	3.73	3.68	0.0167	
High Academic Standards	High with Low	3.51	--	4.04	0.0227	
Humanism and Altruism	High with Medium, Low	2.57	2.96	3.00	0.0349	
Intellectual Environment	High with Medium, Low	2.66	3.12	3.08	0.0117	
Student Services	High with Medium, Low	3.00	3.60	3.69	0.0006	
Voc. & Tech. Preparation	High with Medium, Low	3.43	3.83	3.91	0.0131	

Table 4.16 (concluded)

<u>Among Categories of Geographical Location</u>								
Goal Area	Significant Differences	N	<u>Significantly Different Mean Scores by Category</u>					F Prob.
			BA	CV	C	LA	SD	
Lifelong Learning	BA with LA, CV, SD, N	3.23	3.68	3.10	--	3.09	3.10	0.0171

(N=Northern; BA=San Francisco Bay Area; CV=Central Valley; C=Coastal; LA=Los Angeles Area; SD=San Diego Area)

wealth. Those goal areas were: Accountability, College Community, Counseling and Advising, Education Relevant to Women, Freedom, High Academic Standards, Humanism and Altruism, Intellectual Environment, Student Services, and Vocational and Technical Preparation.

- 6) Lifelong Learning was perceived as a goal of higher importance to administrators at community colleges in the San Francisco Bay Area than to administrators at community colleges in every other survey region except for the Coastal area.

In Table 4.17, the specifics of the significant difference found between mean scores given to Social Criticism in the preferred dimension are presented. Here it is shown that administrators at community colleges with low part-time enrollment tended to give a higher preferred priority to Social Criticism than administrators at colleges with high part-time enrollment.

A complete summary of the present and preferred mean scores by institutional characteristic category is provided in Appendix N. The statistical data supporting the differences found significant at both the .05 and .10 alpha levels are presented in Appendix O.

In summary, a review the data presented in Table 4.15 indicated that there were institutional characteristics associated with administrators' ranking of priorities both in the present and preferred dimension. However, all but one significant difference among categories of institutional characteristics were associated with perception in the present dimension. Although there have been recent state level attempts toward the centralization of institutional philosophy, one might

Table 4.17

Description of Statistically Significant Differences^{*}
In CCGI Goal Area Mean Scores In the Preferred Dimension
Among Categories of Part-Time Enrollment

Goal Area	Significant Differences	Significantly Different Mean Scores by Category				F Prob.
		High- High	Low- Medium	Low- Medium	Low	
Social Criticism	High with Low	2.92	--	--	3.43	0.0462

^{*}.05 Alpha level was used as the criterion for significance.

conclude that the effects of the tradition of local control continued to be manifested in significant differences in administrators' perceptions of present practices.

Interaction Between Findings

There was no interaction between findings associated with the two primary study questions. Social Criticism was the only goal area where an institutional characteristic seemed to be associated with preferences for a particular level of importance. Social Criticism, however, was not a goal area listed among those considered for an increased or decreased emphasis. As a result, it was determined that what was learned about the differences between present and preferred priorities had no relationship with the findings regarding the association of institutional characteristics with the ranking of priorities.

Other Findings

The type of administrative position held by the survey respondent is an independent variable not addressed in the presentation of the data thus far. However, it was made part of the data processing design as the study called for three types of campus level administrators to be surveyed--chief executive officers (CEOs), chief instructional officers (CIOs), and primary student services administrators (SSAs).

As mentioned in the assumptions listed in Chapter I, even though instruments were personally addressed to administrators identified in each of the respondent categories, it was possible that responses given were those of an individual other than the person to whom the survey was sent. A written message on one of the instruments returned and two telephone conversations incidental to the data collection process indicated that instruments, once received, were subsequently passed on to others to complete. While there was no reason to believe that such actions were wide spread, they nonetheless did exist and should be mentioned. In view of the possible contamination of these data, the findings presented and discussed in this section should be read with that caution in mind.

Significant differences were found in the ranking of priorities, depending on the type of administrator responding. This was discovered by the employment of analyses of variance as the statistical tool using a .05 alpha level as the criterion for significance. Five goal areas examined in the present dimension and three in the preferred dimension were perceived to have levels of priority that varied to a significant degree depending on the type of respondent. In Tables 4.18 and 4.19, those differences are presented. Additionally, a complete summary of

Table 4.18

Description of Significant Differences*
In CCGI Goal Area Mean Scores In the Present Dimension
By Category of Administrative Position

Goal Area	Significant Difference(s)	Significantly Different Mean Scores by Category			F Prob.
		CEOs	CIOs	SSAs	
Intellectual Environment	CEOs with CIOs and SSAs	3.17	2.78	2.85	0.0318
Effective Management	CEOs with CIOs and SSAs	3.70	3.39	3.10	0.0020
Accountability	CEOs with CIOs and SSAs	3.66	3.33	3.35	0.0389
Communicating the College Role	CEOs with CIOs and SSAs	3.53	2.88	2.83	0.0004
College Community	CEOs with SSAs	3.60	--	3.03	0.0094

*.05 Alpha level was used as the criterion for significance. Where more than one difference existed among a goal area's mean scores, the F probability refers to the sum significance of all differences.

Table 4.19

Description of Significant Differences*
In CCGI Goal Area Mean Scores in the Preferred Dimension
By Category of Administrative Position

Goal Area	Significant Difference(s)	Significantly Different Mean Scores by Category			F Prob.
		CEOs	CIOs	SSAs	
Counseling & Advising	SSAs with CEOs and CIOs	3.78	3.60	4.09	0.0059
Student Services	CIOs with CEOs and SSAs	3.79	3.46	3.92	0.0120
Study of Foreign Cultures	SSAs with CEOs and CIOs	3.62	3.74	3.26	0.0489

*.05 Alpha level was used as the criterion for significance. Where more than one difference existed among a goal area's mean scores, the F probability refers to the sum significance of all differences.

present and preferred mean scores given to all goal areas by type of administrator, as well as, the statistical data which support the identification of these differences are provided in Appendices P and Q, respectively.

A review of the present dimension data in Table 4.18 indicated that four goal areas were given a higher priority by CEOs than by the instructional and student services administrators. This may have been due to the fact that, in varying degrees, these four goal areas--Intellectual Environment, Effective Management, Accountability, and Communicating the College Role--are strongly related to but may be removed from the day-to-day operations about which some CIOs and SSAs are most concerned. The presidents, as overseers of the entire college operation, may have been more aware of activities pointed toward the achievement of these goals than their administrative subordinates. On the other hand, CIOs and SSAs may have been very well aware of such activities but less impressed by the attention being paid to them or the effectiveness with which they were carried out.

The priority given to the fifth goal area in Table 4.18, College Community, was perceived similarly by CEOs and CIOs but there was a significant difference between the perception of CEOs and SSAs. Depending on the degree of involvement of the SSA with most policy making activity (which, by the nature of the institution, is primarily instructional), the SSAs may have either been less aware of the attempted efforts to employ a collegial decision making model or less impressed by the effectiveness associated with its use.

As seen in Table 4.19, administrators' ranking of preferred priorities differed significantly with respect to three of the thirty

goal areas examined. It would appear that, generally, the closer an administrator was to the management function related to the goal area in question, the greater the level of importance he or she would like to have associated with it. For example, SSAs were singularly more aligned with Counseling and Advising and less aligned with the Study of Foreign Cultures than the other two types of administrators. Similarly, CIOs rated Student Services lower than did CEOs and SSAs.

Summary of the Findings

The purpose of this final section is to bring together all findings presented in this chapter which relate to the primary areas of inquiry. Those findings are listed in Table 4.20.

Table 4.20

Summary of the Findings

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- Study Question #1: Where do differences between administrators' ranking of present and preferred priorities suggest a need for change?
1. Present and preferred dimension mean scores representing priorities assigned to the goal areas examined differed in a statistically significant way (.01 alpha level) for all goal areas with the exception of one--Intercollegiate Athletics.
 2. All goal areas examined except one--Intercollegiate Athletics--rated a higher preferred priority than present priority. This indicated that administrators preferred a greater emphasis placed upon goal areas almost across the board.
 3. Ranking the goal areas with respect to level of importance in both the present and preferred dimension and employing an .05 alpha level as the criteria for significance, rank positions of goal areas from the high-middle to low-middle range did not differ significantly from each other within a number of positions, up or down. Rank positions of goal areas at the high and low ends of the continuums, however,

Table 4.20 (continued)

generally differed significantly from each other within very few positions in either direction.

4. Only those goal areas with the greatest disparity in a comparison between present and preferred positions of rank were believed to have differences of a practical significance, and, as a result, would be candidates for an altered level of priority. Those goal areas with the greatest positive rank disparity and therefore showed the highest indicators of a perceived need for increased emphasis were: Humanism and Altruism, Communicating the College Role, College Community, Personal Development, Intellectual Orientation, and Faculty and Staff Development.

On the other hand, those goal areas having the greatest negative rank disparity which, in turn, as such, communicated at least a moderate lack of concern on the part of administrators regarding a decreased emphasis if necessary, were: Freedom, Student Services, Accessibility, Citizens Involved in Planning, College as a Cultural Center, and Education Relevant to Women. Although Intercollegiate Athletics was the only goal area where there was insufficient statistical significance associated with the difference between present and preferred mean scores, it was included among the other goal areas considered for de-emphasis because it was the only goal area with a negative absolute disparity.

A word of caution is offered with the identification of these goal areas as candidates for a change in emphasis. Given the insignificance of differences between positions of rank referred to in item 3 above, the confidence in some goal areas' positions of rank, and therefore in their rank disparity scores, was somewhat weakened. Nonetheless, for purposes of discussion, these goal areas were addressed as areas where differences suggested a need to alter current priorities.

-- Study Question #2: Are there significant differences in the ranking of priorities associated with particular institutional characteristics?

1. Using a .05 alpha level as the criterion for significance, the following institutional characteristics were related to significant differences in the ranking of priorities in the present dimension:

- a. Level of Total Enrollment: Administrators at community

Table 4.20 (continued)

colleges with lower total enrollment tended to perceive a lower priority being given to Intercollegiate Athletics than other administrators generally. These same administrators also tended to perceive a lower priority being given to Education Relevant to Minorities than administrators at community colleges with a medium level of total enrollment.

- b. Percent of Non-white Enrollment: Administrators at community colleges with higher non-white enrollment tended to perceive a lower priority being given to Faculty and Staff Development than administrators at community colleges with medium levels of non-white enrollment. Additionally, administrators at community colleges with lower non-white enrollment tended to perceive a lower priority being given to Intercollegiate Athletics than administrators at community colleges with medium levels of non-white enrollment.
- c. Percent of Part-time Enrollment: Administrators at community colleges with comparatively low part-time enrollment tended to perceive a higher priority being given to Intercollegiate Athletics than other administrators generally. These same administrators also tended to perceive a higher priority being given to Student Services than other administrators, except those at community colleges with a low-medium level of part-time enrollment.
- d. Level of District Wealth: Administrators at community colleges with higher levels of district wealth tended to perceive a lower priority being given to seven goal areas as compared with other administrators generally. Those goal areas were: College Community, Counseling and Advising, Freedom, Humanism and Altruism, Intellectual Environment, Student Services, and Vocational and Technical Preparation. With respect to Accountability, High Academic Standards and Education Relevant to Women, administrators at community colleges with high levels of district wealth tended to perceive a lower priority being given to those goal areas as compared with other administrators, except those at community colleges with medium levels of district wealth.
- e. Area of Geographical Location: Administrators at community colleges in the San Francisco Bay Area tended

Table 4.20 (concluded)

to perceive a higher priority being given to Lifelong Learning as compared with administrators at community colleges in all other survey regions except for the Coastal area.

2. The only institutional characteristic associated with a significant difference in the preferred ranking of priorities, again using .05 alpha level as the criterion for significance, was percent of part-time enrollment. Administrators at community colleges with a low level of part-time enrollment tended to perceive a higher preferred priority being given to Social Criticism than administrators at community colleges with a high level of part-time enrollment.

-- There was no interaction between the findings associated with the two study questions. What was learned about the differences between present and preferred priorities had no relationship with the findings regarding the association of institutional characteristics with the ranking of priorities.

Implications these findings have for the prospect of developing a statewide mission for the community colleges in California are the major focus of the next and final chapter. A summary of the study is presented as an introduction and recommendations for further research are listed as well to provide background and guidance to others whose interests might lie in this area of investigation.

CHAPTER V

SUMMARY, DISCUSSION, RECOMMENDATIONS

The purpose of Chapter V is to provide a summary of the study, a discussion of the findings associated with the primary areas of inquiry, and recommendations for further study. The study summary begins with a brief description of the context of the problem, followed by the purpose of the study, procedures used, and findings considered to be of major significance. The relationship between these findings and the prospect of developing a statewide set of priorities for the community colleges in California is presented in the discussion section. The purpose of the recommendations section is to provide suggestions of alternate areas of investigation associated with the problem addressed in this study.

Summary of the Study

Historically, governance of the California community colleges has been delegated to public boards of trustees at state and local levels, primarily in proportion to the manner in which financial support is shared. Due to tax reform legislation in the late seventies, a shift in the proportions of revenue generation took place, leaving a majority of the burden of financial support for the community colleges on the state. With that came a significant increase in interest at the state level in policy regarding the goals and operation of these two-year, postsecondary institutions.

By the late seventies, state policymakers had already expressed concern about holding the community colleges more accountable to

functioning in the state's best interest. Both the Legislature and the California Postsecondary Education Commission had become critical of state level leadership and governance provided by those charged with such responsibilities--the Board of Governors and the Chancellor's Office of the California Community Colleges. As a result of increased intervention into the creation of policy by state level leaders outside of the community college system, the role of the community colleges soon became influenced just as much by legislative mandate as by the actions of those charged with the colleges' governance at the state and local level.

As part of a concerted effort to provide greater direction and, perhaps, prevent further intervention, the Board of Governors recently committed itself to the development of a "Statement of Mission and Statewide Priorities." In order to create a set of guidelines that would be relevant to the local operation of the colleges, the Board openly recognized that collaboration with those in the field would be required. Of concern, however, was the unsystematic manner in which the Board solicited the collaboration it sought.

Purpose of the Study

Using data provided by administrators at California community colleges, campus level perceptions regarding institutional goals were analyzed with the purpose of studying the prospect of a statewide set of priorities. There were two primary questions which the study attempted to answer:

- 1) Where do differences between administrators' ranking of present and preferred priorities suggest a need for change?

- 2) Are there significant differences in the ranking of priorities associated with particular institutional characteristics? (Those characteristics examined were total enrollment, non-white students as a percent of total reported enrollment ethnicity, part-time students as a percent of total enrollment, district wealth as measured by total annual revenue per ADA, and geographical location.)

It was believed that, given a fair degree of consensus regarding the disparity between present and preferred priorities, data would suggest functional areas for which the Board of Governors might consider a greater or lesser emphasis. Additionally, if institutional characteristics seemed to make a difference in the ranking of preferred priorities, such information might be considered in attempting to make state level priorities relevant to local level philosophies.

While the primary purpose of the study was to provide information that might assist in the development of future policy, it was not intended that whatever results this investigation would produce would be used as a prescriptive basis for a new or reaffirmed philosophical direction. Rather, it was hoped that the findings would simply provide baseline data, later to be joined with parallel data from other community college constituent groups, for those who aspire to achieve that objective.

Procedures

An invitation to participate in the study was mailed to chief

executive officers (CEOs) at 105 community colleges throughout the state. CEOs were asked to commit themselves, as well as their respective chief instructional officers and primary student services administrators, to the completion of an instrument designed to collect perceptions regarding present and preferred institutional priorities. A mail and telephone follow-up was conducted soon after the invitations were sent. CEOs at fifty-eight colleges consented to participate; however, two affirmative responses came too late for those colleges to be included. Negative responses were given by eighteen CEOs. Twenty-nine CEOs never responded.

Prior to distributing the survey, a chi square analysis was conducted to determine whether or not the fifty-six colleges that comprised the participating sample were representative of all the community colleges in California. Five institutional characteristics chosen as independent variables in the data analysis were used as measures of representativity. It was found that those colleges where the CEO had consented to participate did not differ significantly in number or characteristic from the non-participating colleges. With that, the instruments were distributed.

In spite of both a telephone and mail follow-up, a number of the instruments were not returned. It was subsequently decided that only those colleges where at least two administrators returned the instrument would be included in the final sample. This resulted in the disqualification of nine of the colleges, which left forty-seven represented in the final sample. A post-distribution chi square analysis was conducted to determine the degree to which the final sample was representative of the colleges as a whole. Again, the

in-sample and out-of-sample colleges were not found to have institutional characteristics that were significantly different.

The Community College Goals Inventory (CCGI) was employed as the survey instrument. Included in the inventory were ninety statements that referred to possible goals for community colleges. Respondents indicated their views regarding the importance of each of these goals on a five point scale ranging from "Of No Importance or Not Applicable" to "Of Extremely High Importance." Perceptions were expressed in two dimensions: the level of importance of these goals for their college at the time the instrument was completed (Present Dimension); and the level of importance respondents would prefer to see associated with these goals in the future (Preferred Dimension).

Internal reliability of the instrument was enhanced by four questions in the inventory addressing each of twenty primary goal areas. Additionally, ten miscellaneous goal statements were included in the inventory which referred to popular community college functions not otherwise included in the twenty primary goal areas. While the inventory format provided for the addition of other goal statements, the instrument, as used in this study, addressed only the thirty basic goal areas listed below and on the next page.

Primary Outcome Goals

General Education
Intellectual Orientation
Lifelong Learning
Cultural & Aesthetic Awareness
Personal Development
Humanism & Altruism
Vocational & Technical Preparation
Community Services
Social Criticism
Developmental & Remedial Preparation

Primary Process Goals

Counseling & Advising
Student Services
Faculty & Staff Development
Intellectual Environment
Innovation
College Community
Freedom
Accessibility
Effective Management
Accountability

Miscellaneous Goal Areas

Study of Foreign Cultures
Institutional Autonomy
Citizens Involved in Planning
Communicating the College Role

Education Relevant to Minorities
Participative Policymaking
High Academic Standards

Education Relevant to Women
Intercollegiate Athletics
College as a Cultural Center

Initial data analysis procedures involved calculating campus level mean scores for the thirty goal areas based upon administrators' responses to the ninety goal statements given in both the present and preferred dimension. State level mean scores were subsequently derived from an aggregation of the campus means. A t-test for the Comparison of Means was used to measure the statistical significance of the differences among goal area mean scores within dimensions and between present and preferred mean scores for individual goal areas. To test for the association of institutional characteristics with differences in the ranking of priorities, an analysis of variance was employed as the statistical tool.

Major Findings

Findings of major significance related to the first area of inquiry were:

- 1) In the case of every goal area except Intercollegiate Athletics, the differences between the present and preferred mean scores were statistically significant at the .01 alpha level.
- 2) As portrayed by a positive absolute disparity score, i.e., an increase in mean score value going from the present to preferred dimension, administrators perceived the need for

a greater emphasis for all goal areas examined except one, Intercollegiate Athletics.

- 3) The difference between the present and preferred mean score values for Intercollegiate Athletics was not statistically significant, even at the .15 alpha level. However, Intercollegiate Athletics was the only goal area where the present mean score value was greater than the preferred mean score value.
- 4) A comparison of position of rank for each goal area within the present dimension was made with the position of rank for the same goal area in the preferred dimension. It was found that fourteen goal areas rose in position of rank going from the present to the preferred dimension (positive rank disparity), two goal areas maintained their positions of rank and fourteen goal areas declined in position of rank (negative rank disparity). The six goal areas with the greatest positive rank disparity were: Humanism and Altruism, Communicating the College Role, College Community, Personal Development, Intellectual Orientation, and Faculty and Staff Development. Those six goal areas with the greatest negative rank disparity were: Freedom, Student Services, Accessibility, Citizens Involved in Planning, College as a Cultural Center, and Education Relevant to Women.

A word of caution is offered with the identification of these goal areas as candidates for a change in emphasis. Given the insignificance of differences between positions

of rank, the confidence in some goal areas' rank disparity scores was somewhat weakened. Nonetheless, for purposes of discussion, these goal areas were addressed as areas where differences suggested a need to alter current priorities.

Findings of significance related to the second area of inquiry were:

- 1) Institutional characteristics were found to be associated with significant differences in the ranking of priorities for twenty-two of the thirty goal areas examined.
- 2) Only one of the differences was associated with administrators' preferred ranking of priorities.

Discussion

It was interesting to note that, in the ideal setting, goal areas considered most important in this study did not vary substantially from those found important to respondents in 1979¹ or 1972.² However, the findings which had the greatest implications for the development of state level priorities were those goal areas identified as having comparatively high rank disparities and the general lack of association of institutional characteristics with the preferred ranking of goal areas examined. Prior to discussing these findings, it is important to explain the reason for using the concept of rank disparity, rather than absolute disparity, in the analysis of present and preferred dimension mean scores.

The current political and economic environment of the community

¹Cross, op. cit.

²Peterson, Goals for California Higher Education, op. cit.

colleges in California is such that it would not seem too likely that, in the immediate future at least, the resources available to these institutions will grow substantially. For this reason, administrators' perceptions of a need for greater emphasis in twenty-nine of the thirty goal areas was a finding that was considered informative but not very useful in the development of state level priorities at this time. As a result, it was decided that a comparison of the positions of rank for each goal area going from the present to preferred dimension would be of greater utility. This analysis created the concept of rank disparity. It was thought that, in making comparisons of this nature, for every goal area that would increase in rank, another goal area would have to assume a lower rank. While there was little guarantee that such a reshuffling would require no change in the total level of fiscal commitment, at the very least this approach would be more realistic than the use of absolute disparity, considering the tenor of the times.

A single but very important drawback to the rank disparity approach, however, was that those goal areas with the greatest negative rank disparity could not be automatically perceived as those that administrators would prefer to de-emphasize. According to the data collected, there was only one goal area, Intercollegiate Athletics, that met such a criterion. All that can be said, with a modicum of confidence, is that this comparison indicated that those goal areas with the greatest negative rank disparity might be considered goal areas for which administrators displayed less of a concern regarding a decrease in priority, if such a move were necessary. With that understanding, a discussion of the findings specific to each of the areas of inquiry follows.

Goal Areas Deserving Greater Emphasis

The six goal areas with the highest absolute disparity and also the greatest positive rank disparity were: Intellectual Orientation, Humanism and Altruism, Personal Development, College Community, Faculty and Staff Development, and Communicating the College Role. The first three are considered to be outcome, or product, oriented goal areas for community colleges. A discussion of an increased emphasis in these goal areas is presented first.

Intellectual Orientation is a goal area defined by Educational Testing Service (ETS), the publisher of the CCGI, as "a familiarity with research and problem solving methods, the desire and ability for self-directed learning, the ability to synthesize knowledge from many sources, and an openness to new ideas and ways of thinking."^{*} That administrators believed this was a goal area worthy of a greater institutional commitment may have been associated with the current widespread concern regarding an increase in the academic rigor in education at all levels. This concern has been recently manifested in the California community college setting by the placement of more stringent criteria on courses selected for general education credit toward two-year degrees.

A strong concern regarding the moral education of community college students was portrayed by administrators' perceptions that Humanism and Altruism was a goal area deserving of a significant elevation in priority. Humanism and Altruism, as defined by ETS, is a goal area which "reflects a respect for diverse cultures, a commitment

* An ETS publication used as the source for all definitions of CCGI goal areas is included in Appendix C.

to working for peace in the world, an understanding of the important moral issues of the time, and concern about the general welfare of the community." With topics such as the violation of human rights, nuclear disarmament, and disposal of toxic waste so prevalent in the news media these days, it is no wonder that administrators believed that dealing with important moral questions in our society was a skill that should be addressed more heavily in the classroom.

Interesting to note was the relationship of this finding with the results of a similar study in 1979. Humanism and Altruism, as a goal area for community colleges across the nation, was found to be preferred by community members much less than in the late sixties.² If California citizens hold similar views at this time, there may be a problem with consensus regarding the appropriate priority level for this goal area.

ETS defines Personal Development as the "identification by students of personal goals and the development of ways of achieving them, enhancement of feelings of self-worth, self-confidence, and self-direction, and encouragement of open and honest relationships." A negative reaction to recent finance legislation regarding the defunding of personal development courses may have been a cause for this goal area to have met with such popularity among community college administrators. Whatever the reason, the data clearly point out that administrators viewed a strong need for an increased emphasis in this area.

Possible courses of action based upon these findings might take several forms. Alterations in degree requirements would accomplish

²Cross, op. cit., 120.

an increase in the emphasis on Intellectual Orientation and Humanism and Altruism, at least for those students who are degree oriented. As an alternative, injection of special topics and activities into courses devoted to other content areas would be possible but difficult to accomplish on a broad scale in an effective way. With respect to Personal Development, those types of courses could easily regain their position in the curriculum, given a change in legislative philosophy, because such courses have met with substantial popularity both within and outside traditional programs of study.

The fiscal implications of these courses of action are probably the primary consideration, however. No doubt, increased numbers of class sections devoted to courses addressing these goal areas would have some cost associated with them. Depending on the constituent group consensus regarding the increased emphasis in these areas, the general picture of resource availability, and the possibility of de-emphasizing other functional areas, barriers to implementation could be anywhere from unsurmountable to insignificant.

The other goal areas identified as those for which administrators perceived a need for increased emphasis were process oriented. They were College Community, Faculty and Staff Development, and Communicating the College Role.

College Community, as a goal area defined by ETS, means "fostering a climate in which there is faculty and staff commitment to the goals of the college, open and candid communication, open and amicable airing of differences, and mutual trust and respect among faculty, students and administrators." It is not an uncommon occurrence for those who, at times, are adversaries in the roles they act out within the organization

to ban together in the face of external adversity. Given the rather extensive period of external intervention into community college affairs by state level policymakers outside the community college system, it follows that administrators believed that a substantial increase in emphasis should be placed on the development and maintenance of harmonious relationships within the institution. This may be viewed as a critical step toward stemming the tide of external adversity.*

The direct financial implication of increasing the priority level of College Community is thought to be insignificant. While, no doubt, the improvement of relationships would require more time and energy on the part of administrators and faculty, it ostensibly could be accomplished with relatively little increase in the required amount of fiscal resources.

Such is not the case for an increased level of priority being given to the second process oriented goal area. Faculty and Staff Development is defined as "a commitment of college resources to provide opportunities and activities for professional development of faculty and staff, appropriate faculty evaluation to improve teaching and flexible leave and sabbatical opportunities for faculty and staff." Most professional development activities, whether implemented as on-site in-service or travel to workshops and conferences, are quite expensive. It is true that "flexible leave" policies and "appropriate faculty

*A recent example of the positive effect of a more collegial atmosphere within the community colleges has been the development of Senate Bill 851 (Alquist), a community college finance bill promoted by a newly formed coalition of several constituent groups, including administrators, faculty and trustees. Although the proposed legislation was unsuccessful, the illustration of what was able to be accomplished through the community effort was impressive given the history of relationships among those groups statewide.

evaluation" cost little in the way of direct dollars; "sabbatical opportunities," on the other hand, require that an employer pay for services not rendered and, many times, pay for services of others to replace those not provided by the sabbatical leave recipient. As expensive as these activities are, administrators believed that a substantial increase in the priority level of Faculty and Staff Development was necessary.

Communicating the College Role is an abbreviation of the survey statement "to interpret systematically the nature, purpose and work of the college to local citizens." This is a function for which a need has been created by the political environment of the community colleges over the last decade. Finance legislation resulting in the selective defunding of certain parts of the curriculum has caused administrators to be put in the uncomfortable position of having to justify reduced or discontinued services to their citizen constituency. Study results seemed to indicate that administrators supported an increase in the on-going communication with the public regarding the nature and purpose of their respective institutions.

It is important to note that it would be dangerous to substantially increase communication of the college role immediately because the purpose of the community college in California is not broadly interpreted with a high degree of consistency at this time. If and when consensus is reached, and there appears to be a reasonable expectation of a period of stability ahead with respect to the perception of institutional role, communicating the concept of the college purpose to the community on a regular basis would no doubt have a small impact upon fiscal resources and, more importantly, would benefit

college-community relationships.

To summarize, it is believed that increasing the priority level of Intellectual Orientation, Humanism and Altruism, and Personal Development and raising the level of commitment toward Faculty and Staff Development and Communicating the College Role would require a concomitant increase in the level of funding devoted to such activities. Given the constraint of fixed or declining levels of resources generally, a decrease in the priority of some of the other functional areas would also be required. Provided in this next section is a discussion of those goal areas for which administrators, as a whole, communicated a lack of concern regarding a lesser emphasis, if necessary.

Goal Areas Considered for Possible Decrease in Emphasis

Those goal areas having the greatest negative rank disparity were: College as a Cultural Center, Education Relevant to Women, Accessibility, Freedom, Student Services, and Citizens Involved in Planning. Because of its distinction as the only goal area to which administrators gave a lower preferred than present level of importance, Intercollegiate Athletics is added to the list even though its negative rank disparity was not unusually high.

College as a Cultural Center is an abbreviation of the survey statement "to serve as a cultural center for the community." That administrators placed this product oriented goal significantly lower among their preferred priorities than among their perception of present priorities is of little surprise for two reasons. First, the resources with which most of these activities were supported--i.e., community service funds--have been eliminated with the California property tax reform legislation of the late seventies. Second, given the

discontinuation of community service taxes and the emanant depletion of reserves from those funds collected prior to the reform legislation, cultural activities must now be offered at the expense of other on-going community college functions. As a result, it is quite difficult for cultural activities to command even a small share of the resources that might otherwise go to a high priority item, such as general education or vocational preparation.

Lowering the priority of community cultural activities would do little to provide resources for increasing the emphasis in other areas. With the traditional funding mechanism for cultural activities no longer in place, the colleges would simply be giving up the provision of a service which they were no longer paid to offer.

"To provide educational experiences relevant to the interests of women" is another product oriented CCGI goal to which administrators responded in a way that indicated a lesser concern regarding the prospect of de-emphasis. For some years, funds have been available from categorical grant sources for the purpose of developing and offering courses and services designed to meet the needs of a variety of special student populations, among them women.

As for the reason for the decline in rank, one can only offer a series of rationale that amount to little more than conjecture. Administrators may have harbored some anxieties about the increased levels of expectancy on the part of these special populations, if and when the categorical grant money ran out. There is also the possibility that administrators believed the necessity of targeting curriculum and services to such groups no longer exists, that the evolution of the regular curriculum now offers education that is relevant to all

students, regardless of gender. Finally, it may also be that administrators believed special efforts made in this direction were never necessary. Because the survey instrument format did not facilitate the provision of open-ended comments, one can only offer educated guesses as to what the cause for any response might have been. Whatever the cause, the data did indicate a lesser concern on the part of administrators regarding the lowering of the priority of Education Relevant to Women as an institutional goal.

With respect to the fiscal implications of de-emphasizing courses and special services targeted at the female college population, the results are uncertain. If such activities had been funded totally, or in part, out of the regular operating budget (and it is believed that an investigation would discover that in many colleges this has not been the case), then a de-emphasis in this area would permit an increased priority being given to another goal area. On the other hand, if such activities were primarily supported by grants and other external sources, there would be little to no effect on the institution's ability to raise the level of emphasis in another area.

The final product oriented goal area identified relative to a possible decline in priority level is represented in the CCGI by the statement "to excel in intercollegiate athletics." As described in the findings, the data generated regarding this goal area were distinctive in a couple of ways. Taking everything into account, it is believed that administrators would have less of a concern regarding the de-emphasis of this goal area than a fair number of the others examined.

Intercollegiate Athletics is an interesting goal area for community colleges for a number of reasons. When viewing such

activities from the "cost-benefit" approach, certainly athletics has a direct positive benefit for some students, the participants. But their number in relation to the total student body is comparatively small. Some educators would no doubt defend the contribution athletics makes to the quality of the "total college experience" for most traditional community college students, as well as the positive effect athletics has on the identity of the institution within the community. However, with the marked change in the composition of community college enrollment--i.e., more part-time and fewer full-time students and a greater number of older and fewer younger students--it is not certain anymore that the "total college experience" is what a majority of the current student population is after.

Looking at Intercollegiate Athletics from the financial point of view, if this goal area were to be de-emphasized, at least as a function funded out of the general operating budget, it is believed that the result would be an increase in the resources available for other goal areas. It may also be that, with greater assistance through funds provided by community support groups for athletics, these activities might be continued in spite of a lower commitment from the institutional budget.

There are four process oriented goal areas for which administrators indicated a lesser concern regarding a lower priority level: Accessibility, Student Services, Freedom, and Citizens Involved in Planning. Only one, Accessibility, carries with it significant financial implications, although the other goal areas join Accessibility as being deeply seated in the roots of traditional community college philosophy, particularly in California.

Accessibility is defined by ETS as "maintaining costs to students at a level that will not deny attendance because of financial need, offering programs that accommodate adults in the community, recruiting students who have been denied, have not valued, or have not been successful in formal education, and, with a policy of open admission, developing worthwhile experiences for all those admitted."

Accessibility is a concept that has been at the center of community college philosophy for decades. It is an institutional virtue that has been so highly regarded by California policymakers that the tuition-free community college system of this state is the only one of its kind. The results of Cross' study³ as well as recent actions at the state level have communicated an apparent decline in the reverence of this concept and administrators' perceptions here seemed to have mirrored that shift in philosophy.

With a significant decline in the level of priority associated with Accessibility, not only will there be a large change in the philosophical orientation of the community colleges in California, but such action may also cause a substantial shift in the financial picture of the colleges as well. The direction of the shift, however, is uncertain. Increased cost of admission to students--a probable manifestation of a change in philosophy--would be sure to generate a new source of revenue. However, such a move may very well be coupled with a certain amount of enrollment decline as some students will not be able and/or will not care to afford the educational experience. If funding continues to be, at least in part, determined by enrollment levels, a

³Cross, op.cit., 116-117.

decline in student count will translate into less annual operating revenue. Additionally, narrowing the focus of the mission by restricting or eliminating the continuing education offerings targeted at the adult community may make more money available for service to other student groups. The problem here, however, is that adult education has grown to be a highly popular component of the community college curriculum. To ignore the needs and desires of this group may also result in a substantial decline in enrollment and subsequent funding.

Nevertheless, increasing the cost of admission to students and narrowing the target groups served by the community college curriculum in California are popular notions in some circles of the Legislature and the California Postsecondary Education Commission. It is not clear that the administrators involved in this study would advocate these changes in policy but the data, nonetheless, indicated a lesser concern for the maintenance of this priority over a number of others.

Student Services, as defined in association with the CCGI, "means developing support services for students with special needs, providing a comprehensive student activities program, providing comprehensive advice about financial aid sources, and making available health services that offer health maintenance, preventive medicine, and referral services." It is believed that the current source of funding for many of these services and the changing nature of the typical community college student contributed toward administrators communicating a lesser concern regarding the prospect of de-emphasis in this area.

Providing support services for students with special needs and comprehensive advice about financial aid have become processes largely

funded by sources external to the regular operating budget, such as Handicapped Students Programs and Services, Extended Opportunity Programs and Services, and National Priority areas of Vocational Education Act monies. Because these services have existed on a broad scale in recent years, largely through categorical funding, administrators may have had some of the same beliefs about support services for these student populations as they may have had about special programs for women. Additionally, the overall shift in philosophy regarding Accessibility as a goal may have had some spill over into this area.

Student activities is a functional area that has generally met with declining interest on the part of many community college students today. The trends toward greater numbers of older students and lighter student loads tend to make traditional student activities such as student government, clubs and social affairs less relevant to the objectives of those attending. For this reason, administrators may have believed that the priority of student activities within the budget could be lowered without much objection from the general student body. The same might also be said for the availability of health services, largely funded out of accounts supported by student fees. This type of assistance might already be available to most current students at little or no cost as part of what is provided by an employer of someone in the family or through other public, human services agencies.

Because of the external sources of funding associated with many of the student services described above, it is not believed that a de-emphasis in this area would have much of a financial implication for most community colleges. Decreasing the small amount of support from the regular operating budget directed toward student activities would

also have little effect on the college's ability to increase commitments in other goal areas.

Freedom, a goal area very popular in recent decades on most higher education campuses, is defined as having to do "with protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles." Although it is possible that other constituent groups would take exception, administrators may have believed that current policies regarding academic freedom and increased public acceptance of alternate life styles have achieved the desired level of human rights protection for students and for faculty. As a result, administrators would have also been less concerned about a de-emphasis in this goal area than about many others. Regardless of the philosophical perspective, this issue is one primarily centered around policy and carries with it little to no direct fiscal implication.

Citizens Involved in Planning, an abbreviation of the CCGI statement "to include local citizens in planning college programs that will affect the local community," is the last goal area chosen for discussion regarding administrators' lack of concern about the prospect of de-emphasizing certain community college functions. Two factors stand out as possible contributors toward administrators' beliefs in this area.

As a result of the tremendous growth in programs targeted at the needs of the community-at-large, and also as a result of mandates associated with the receipt of special purpose funds from external grant

sources, community advisory committees have been created for many facets of the colleges' operations. While it is believed that success has not been experienced broadly in making these advisory groups an integral part of the decision making process, administrators may have had the view that strides made in this area have been such that the institution would not be jeopardized by merely maintaining that which is already in place.

Another contributing factor may have been the apparent philosophical shift taking place within many policymaking groups at the state level regarding the role of the community college. If, in fact, it is true that the focus of these institutions will in the future be more narrowly defined and, consequently, those courses primarily designed in response to community interest will no longer be appropriately funded with state apportionment, the need for community input will be reduced to some extent. Whatever the reason for the assumed lack of concern regarding this goal area, financial implications of a de-emphasis are regarded as minimal.

To summarize, while the decrease in level of priority of some of the goal areas in this section would mean a substantial departure from the traditional community college role in California, few of the goal areas discussed are connected with much of a potential increase in available funds. It is true that a change in the fiscal commitment toward athletics at some colleges may release a certain amount of resources; however, it is uncertain whether such a move would offset increased commitments to goal areas discussed in the preceding section--Faculty and Staff Development, Communicating the College Role, and offering more courses heavily oriented toward Intellectual

Orientation, Humanism and Altruism and Personal Development. Turning elsewhere, the economic outcome of decreased levels of Accessibility, the other goal area associated with a potential for creating revenue, is far too uncertain to say whether or not sufficient resources would be made available. Therefore, little can be said for the viability of the alternatives these findings suggest.

Additionally, something that must be called to mind when attempting to find some significance in these findings is that the data only represent the perceptions of one constituent group. Regardless of the possible fiscal implications associated with one alternative or another, if there is little consensus among the constituent groups regarding the appropriate areas for increased and decreased levels of commitment, little can be done to deal with the inertia of disagreement other than making arbitrary decisions at the state level.

Association of Institutional Characteristics With the Arrangement of Priorities

As mentioned earlier, differences in institutional characteristics were associated with administrators' perceptions of the ranking of present priorities. This condition could be viewed as a manifestation of divergent individual college philosophies emanating from a long tradition of local control. Upon an examination of the data, one also finds that the preferred ranking of only one of the thirty goal areas, Social Criticism, was associated with the difference in a measurement of an institutional characteristic, in this case the percentage of part-time student enrollment. While there do not seem to be any financial implications connected with the latter finding, the policy implications are monumental.

If indeed, colleges do not differ markedly regarding their administrators' ideal setting of institutional priorities, and if other local constituent groups--faculty, students, trustees, community members--follow similar patterns in the expression of their beliefs, then institutional characteristics would not be likely to stand in the way of the creation of a central philosophical direction. A prudent question to examine, however, is the likelihood of these two conditions.

It is believed that, at this time, the data truly represent the perceptions of administrators regarding the arrangement of priorities in the ideal setting. What is of some concern, however, is the stability of these perceptions as beliefs in the future. It could be that administrators' responses were significantly affected by the recent trends in philosophy of state level policymakers. One might speculate that, if the political waters were quieted, administrators may become more divergent in their views regarding the ideal arrangement of these priorities.

The likelihood of other local constituent group beliefs following a similar pattern is also questioned. Not only could their ranking of the priorities be markedly different but there also could be much less of a consensus regarding the perceptions aggregated at the state level. Administrators, potentially more than any other constituent group, are aware of the forces that act upon and react with one another in the generation of philosophical positions and resulting statements of policy. As a consequence, administrators may be molded by those forces to a greater degree. Students and community groups as a whole, on the other hand, may be less politically aware and more deeply entrenched in the vestiges of local control. Their views, in turn, may be more

divergent.

Based upon this lack of confidence in the appropriate conditions existing at the local level for the easy implementation of statewide priorities, and the strong potential for different views being held by policymakers at the state level, it is quite difficult to say that smooth sailing lies ahead for the Board of Governors. In order to come to any conclusive decision, it would be necessary to gather data much more broadly. Such activity is considered to be the most important part of that which is included in the recommendations which follow.

Recommendations

The primary purpose of this study was to provide baseline data pertinent to the development of statewide priorities. As a result, some readers may find this document lacking in that there are no conclusions offered as potential solutions to the problem. Due to the complex nature of the problem area and the limits set by the study design, all that can be recommended at this point is to add to whatever information this study has provided. With that, the following are suggested areas for further study:

- 1) In order to better understand the perceptions collected in this study, it would be useful to alter the data collection instrument, or perhaps the entire study design, in order to facilitate the offering of open-ended responses. Such a change may mitigate the reliance upon educated guesswork in the determination of the causes of response. Another alteration worthy of consideration would be to incorporate in some way the condition of fixed resources into the design of the data collection instrument. This would force respondents

to communicate a preference for an area of de-emphasis at the same time they indicate a desire for a higher priority level being given to another goal area.

- 2) Another useful area of inquiry would be to attempt to validate the responses given here regarding the views of present priorities. Through a study of patterns of expenditure, one might be able to discover whether or not perceptions are supported by analogous levels of financial commitment by the colleges in the recent past.
- 3) Lastly, but most importantly, in order to eventually address the problem of developing a set of statewide priorities, a replication of this study should be conducted sometime in the near future with other constituent groups. Only after collecting such data and making a comparative analysis could one hope to come closer to a possible solution to the problem of developing a set of statewide priorities that are relevant to the philosophies that exist at the local level.

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APPENDICES

APPENDIX A

BOARD OF GOVERNORS
CALIFORNIA COMMUNITY COLLEGES
STATEMENT OF PHILOSOPHY AND GOALS

(From Board of Governors, California Community Colleges.
California Community Colleges Five Year Plan, 1976-81
Sacramento: California Community Colleges, 1976.)

PHILOSOPHY

The Community Colleges of California are locally governed postsecondary educational institutions dedicated to the principle that society will benefit when all persons within it have the opportunity for life-long learning. To that end, the California Community Colleges are committed to providing career development, skills improvement and job retraining along with a full range of academic courses to broaden cultural, ethical, social and self-awareness. In addition, Community College districts may introduce and provide for avocational civic and recreational pursuits, some of which will not be funded from state resources but from local resources and/or fees. What is known is made available to students, and they are encouraged to apply that knowledge to a deeper understanding of self to enhance the quality of relationships with others.

Based on this philosophy, Community College districts offer a wide variety of quality educational services in local colleges, off-campus centers and outreach programs. Each college is an accredited degree and certificate-granting institution, providing a comprehensive set of services, including a) general or liberal education, b) guidance in selecting careers and the education appropriate for these careers or other lifelong objectives, c) supportive services for the development and well-being of students, and d) a wide variety of intellectual and cultural programs for individuals in the community.

The Board of Governors of the California Community Colleges provides statewide leadership and direction for local districts and colleges to assure their continued development as an integral element in the structure of postsecondary education in California. This leadership is accomplished by articulating the plans and needs of districts to regional, state, and federal agencies and through planning, coordination and administration of statewide policy, while maintaining and continuing to the maximum degree permissible local autonomy and control in the administration of the Community Colleges.

GOALS

In keeping with this philosophy, the Board of Governors endorses and encourages achievement of the following statewide goals for California Community Colleges.

Equal opportunity for access to quality Community College education for all eligible individuals in California irrespective of age, sex, race or ancestry; economic, cultural or physical condition; previous educational experience; or geographic location.

Preservation of academic freedom to maintain the integrity of instruction by thorough exploration of all ideas related to the topic under discussion.

Fostering of staff excellence.

Effective use of human and physical resources.

Extensive use of community resources to augment the traditional campus or college center, expanding off-campus outreach instructional facilities to meet the varying needs, interests and capacities of individuals.

Diversity of programs, instructional methods, and services to meet the needs of society and the preferences of individuals for education as needs and preferences exist and change throughout California.

Effective and equitable distribution of state funds among districts.

Responsible evaluation through accreditation, self-appraisal, and other appropriate and locally determined measures of accountability.

Policies that will encourage innovative and creative developments based on anticipation of the future, in the provision of college services and use of community resources.

Effective cooperation and planning among all educational institutions and other organizations to secure accessible education for all in an efficient manner.

Timely consultation with all concerned segments of California Community Colleges so that the plans and the needs of the colleges are accurately identified and articulated to state and federal-level agencies and so that state policies are effectively communicated to local districts and colleges.

APPENDIX B

BOARD OF GOVERNORS, CALIFORNIA COMMUNITY COLLEGES, "STATEMENT OF MISSION AND STATEWIDE PRIORITIES" (SACRAMENTO: CALIFORNIA COMMUNITY COLLEGES, SEPTEMBER, 1982).

CALIFORNIA COMMUNITY COLLEGES

1238 S STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-7911



November 5, 1982

TO: Presidents, Boards of Trustees
Chief Executive Officers
Associations

FROM: Jack Messerlian, President
Board of Governors

Jack Messerlian

The Board of Governors requests your input in examining our initial draft of state priorities for the California Community Colleges.

At our meeting of October 29, it was the consensus of the Board to send the draft to you and ask that you discuss it and give us your board's or group's reaction. Input from the districts is extremely important to make this statement useful.

As I indicated in my memo of September 29, this statement is primarily a set of guidelines for comprehensive planning. Additionally, it has implications as a reflection of the Board of Governors' philosophy. However, let me caution you about two things it is not: 1) it is not a funding or defunding mandate; and 2) it is not a finished product, but a working document intended to be discussed and revised.

The next meeting at which we will discuss this draft will be January 28, 1983, in Oxnard. In order for your comments to be considered at that meeting, please mail them to me at the address above in time for them to be received by December 20.

We on the Board of Governors regard it as our clear responsibility to word toward a realistic and explicit statement of state priorities. However, we realize that such an effort can only succeed with the collaboration of those in the field. To quote from the draft statement, "Shared responsibility in the promotion of educational excellence and system accountability is a commitment of the Board. It intends to work with the districts to supplement this initial statement of state priorities and to develop appropriate accountability methods."

I also want to emphasize that the January 28 meeting will not be the last one at which this statement is discussed, nor will it be your last chance to recommend changes.

BOARD OF GOVERNORS OF THE
CALIFORNIA COMMUNITY COLLEGES

STATEMENT OF
MISSION AND STATEWIDE PRIORITIES

The Board of Governors recognizes the existence of a California system of community colleges which are open door institutions. The Board affirms that the system is one of shared governance with the boards of trustees of the 70 community college districts.

The Board recognizes as a primary responsibility the setting of statewide priorities and ensuring that these priorities be incorporated in the plans of local districts with district responses to them evaluated by the Board of Governors.

Shared responsibility in the promotion of educational excellence and system accountability is a commitment of the Board. It intends to work with the districts to supplement this initial statement of statewide priorities and to develop appropriate accountability methods. In achieving these objectives articulation with other segments of postsecondary education, the high schools, and with private business, labor, and government is essential.

Working together, the Board of Governors and the local community college districts shall effectively communicate to the public their commitments to quality preparation of students for advanced study, for gainful employment, and for responsible citizenship. To these ends the Board of Governors calls for statewide collaboration in comprehensive planning and evaluation of program quality and student outcomes.

STATEWIDE PRIORITIES

ACCESS

Admission to California community colleges is open to adults of all ages who can profit from instruction in courses deemed appropriate for community colleges as set forth in the California Master Plan for Higher Education. The community colleges have special responsibility to provide programs that ensure equal access to postsecondary education for all adults without regard to race, ethnic or national origin, sex, age, disability, or prior educational status. In carrying out this responsibility, individual enrollments in specific courses and programs are to be determined by evaluation of student readiness and willingness to learn. Objective student outcome evaluations are to be used to ensure accountability of community colleges in achieving instructional excellence and program balance.

PROGRAMS AND SERVICES

Transfer Education: It is the position of the Board of Governors that the community college is the institution of first resort for students who are not yet ready academically, personally, or economically to begin undergraduate education in four-year colleges and universities. Community colleges are particularly appropriate for fully qualified students who prefer to begin undergraduate education in their own communities.

Community college districts will provide transfer programs of high quality which are carefully and continuously articulated with the senior institutions and the high schools.

Preparation for Employment: Preparing citizens for gainful employment is an essential mission of the California community colleges. This function has the following components:

Two-year vocational/technical programs leading to AA/AS degrees which include essential skills and general education;

Short-term certificate programs leading to early employment, and for continuing/reentry education; and

Joint programs with business, industry, labor and government (such as Joint Apprenticeship, CWETA, Investment in People, cooperative work experience, and contract instruction).

Student Support Services: Providing guidance and support for students is an essential function of community colleges. Among the most important services are:

Guidance and other assistance in matters of financial aid, placement, and program selection;

Academic and career counseling, and monitoring students on probation; and

Articulation with high schools and senior institutions; and coordination with the colleges' instructional programs.

Remediation: Relevant programs of remediation should be required for all students needing preparation for successful learning in community college-level courses and programs. These may include:

Well-designed developmental programs for students with deficiencies in learning skills;

Remediation for special learning problems; and

Probation and counseling to help students in severe academic need.

Continuing and Community Education: This function includes effective response to such state and local needs as:

Adult basic education;

English as a second language;

General education;

Education for citizenship;

*Personal development; and

*Parenting and family support.

Community Services: Community colleges respond to unique local needs by offering:

*Avocational courses;

*Recreational courses;

*Community and civic development, and

*Community and civic center functions.

* The Governing Board recognizes that these courses and activities have special relevance to local community college districts although they are not viewed as statewide priorities.

APPENDIX C

DESCRIPTION OF GOAL AREAS
IN THE COMMUNITY COLLEGE GOALS INVENTORY

Descriptions of the 20 Goal Areas in the Community College Goals Inventory

OUTCOME GOALS

General Education—has to do with acquisition of general knowledge, achievement of some level of basic competencies, preparation of students for further, more advanced work, and the acquisition of skills and knowledge to live effectively in society. (1,4,6,9,)*

Intellectual Orientation—relates to an *attitude* about learning and intellectual work. It means familiarity with research and problem solving methods, the desire and ability for self-directed learning, the ability to synthesize knowledge from many sources, and an openness to new ideas and ways of thinking. (2,5,7,10)

Lifelong Learning—means providing courses to community adults so they can pursue a variety of interests, instilling in students a commitment to a lifetime of learning, providing learning opportunities to adults of all ages, and awarding degree credit for knowledge and skills acquired in nonschool settings. (3,8,11,13)

Cultural/Aesthetic Awareness—entails a heightened appreciation of a variety of art forms, encouraging study in the humanities and art beyond requirements, exposure to non-Western art and literature, and encouragement of student participation in artistic activities. (14,17,20,23)

Personal Development—means identification by students of personal goals and the development of ways of achieving them, enhancement of feelings of self-worth, self-confidence, and self-direction, and encouragement of open and honest relationships. (15,18,21,24)

Humanism/Altruism—reflects a respect for diverse cultures, a commitment to working for peace in the world, an understanding of the important moral issues of the time, and concern about the general welfare of the community. (16,19,22,25)

Vocational/Technical Preparation—means offering specific occupational curricula (such as accounting or air conditioning and refrigeration), programs geared to emerging career fields, opportunities for upgrading or updating present job skills, and retraining for new careers or new job skills. (26,30,36,38)

Developmental/Remedial Preparation—includes recognizing, assessing, and counseling students with basic skills needs, providing developmental programs that recognize different learning styles and rates, assuring that students in developmental programs achieve appropriate levels of competence, and evaluating basic skills programs. (27,31,32,41)

Community Services—is concerned with the college's relationship with the community: encouraging community use of college resources (meeting rooms, computer facilities, faculty skills), conducting community forums on topical issues, promoting cooperation among diverse community organizations to improve availability of services, and working with local government agencies, industry, unions, and other groups on community problems. (28,34,35,37)

Social Criticism—means providing critical evaluation of current values and practices, serving as a source of ideas to change social institutions, helping students learn how to bring about change in our institutions, and being engaged, as an institution, in working for needed changes in our society. (29,33,39,40)

PROCESS GOALS

Counseling and Advising—means providing career counseling services, personal counseling services, and academic advising services for students and providing a student job-placement service. (44,47,50,51)

Student Services—means developing support services for students with special needs, providing comprehensive student activities program, providing comprehensive advice about financial aid sources, and making available health services that offer health maintenance, preventive medicine, and referral services. (42,45,48,52)

Faculty/Staff Development—entails commitment of college resources to provide opportunities and activities for professional development of faculty and staff, appropriate faculty evaluation to improve teaching, and flexible leave and sabbatical opportunities for faculty and staff. (43,46,49,53)

Intellectual Environment—means a rich program of cultural events, a college climate that encourages student free-time involvement in intellectual and cultural activities, and one in which students and faculty can easily interact informally, and a college that has a reputation in the community as an intellectually exciting place. (54,57,60,63)

Innovation—is defined as a climate in which continuous educational innovation is an accepted way of life. It means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance. (55,58,61,64)

College Community—is defined as fostering a climate in which there is faculty and staff commitment to the goals of the college, open and candid communication, open and amicable airing of differences, and mutual trust and respect among faculty, students, and administrators. (56,59,62,65)

Freedom—has to do with protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life-styles. (66,69,73,76)

Accessibility—means maintaining costs to students at a level that will not deny attendance because of financial need, offering programs that accommodate adults in the community, recruiting students who have been denied, have not valued, or have not been successful in formal education, and, with a policy of open admission, developing worthwhile educational experiences for all those admitted. (67,70,74,77)

Effective Management—means involving those with appropriate expertise in making decisions, achieving general consensus regarding fundamental college goals, being organized for systematic short- and long-range planning, and engaging in systematic *evaluation* of all college programs. (68,72,75,78)

Accountability—is defined to include consideration of benefits in relation to costs in deciding among alternative programs, concern for the efficiency of college operations, accountability to funding sources for program effectiveness, and regular provision of evidence that the college is meeting its stated goals. (79,81,83,87)

*The numbers in parentheses are the four goal statements that make up each goal area.

<u>California Community College Goals Study Descriptor</u>	<u>CCGI Statement No.</u>	<u>Statement</u>
Study of Foreign Cultures	12	"to encourage students to learn about foreign cultures, for example, through the study of a foreign language."
Institutional Autonomy	71	"to maintain or work to achieve a large degree of autonomy or independence in relation to governmental or other educational agencies."
Citizens Involved in Planning	80	"to include local citizens in planning college programs that will affect the local community."
Communicating the College Role	82	"to interpret systematically the nature, purpose and work of the college to local citizens."
Education Relevant to Minorities	84	"to provide educational experiences relevant to the interests of blacks, Chicanos, Puerto Ricans, and Native Americans."
Participative Policymaking	85	"to develop arrangements by which students, faculty, administrators and trustees can be significantly involved in college policy making."
High Academic Standards	86	"to seek to maintain high standards of academic performance throughout the institution."
Intercollegiate Athletics	88	"to excel in intercollegiate athletics."
Education Relevant to Women	89	"to provide educational experiences relevant to the interests of women."
College as a Cultural Center	90	"to serve as a cultural center in the community."

APPENDIX D

ACCCA ENDORSEMENT

-Letter of Request

-President's Reply

505 Alpine Lane
Sonora, CA 95370
October 16, 1982

Dr. Gerald C. Angove, President
Association of California Community College Administrators
c/o Sierra College
5000 Rocklin Road
Rocklin, CA 95677

Dear Dr. Angove:

Thank you, once again, for taking the time to visit with me Thursday about my research proposal. Following your suggestion, I am writing to request that the ACCCA Board consider the endorsement of my dissertation project at its meeting on October 22, 1982. An abstract of my prospectus is attached.

As I explained to you a few days ago, the primary purpose for my seeking the endorsement is to assist in the communication of the value of the research to potential respondents. ACCCA's supportive gesture would no doubt lend credibility to my claim that reasonable probability exists that the results of my efforts will not only contribute to the well-being of the colleges as a whole but will also be of benefit to the respondents' respective institutions.

If I can be of further assistance to the Board in their consideration, please do not hesitate to call. I can be reached at Columbia College during the day (209-532-3141) or at 209-532-3815 in the evening.

Sincerely,

Dean C. Colli

DISSERTATION PROSPECTUS ABSTRACT

TITLE: PERCEPTIONS OF SELECTED CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS REGARDING THEIR PRESENT AND PREFERRED INSTITUTIONAL GOAL PRIORITIES

CONTEXT OF THE PROBLEM:

The California community colleges are diverse in the manner in which they meet local needs. Efforts have been made in the past to bring some cohesiveness to their function by the formulation of statewide goals. However, by the admission of those at the Chancellor's Office, these goals were developed from the state-level perspective and bore little relationship to that which has happening at the local level.

Within the last several months the California Community Colleges Board of Governors has begun an effort to exert some centralized leadership in the face of several years of external intervention by the legislature. The reevaluation of minimum standards and development of statewide priorities are currently being undertaken by the Board and results of their deliberations will be made public in a short time with a request for review and comment from the field.

It is critical for state-level policymakers to be aware of the priorities which rank high among campus-level leadership. Measuring the degree of diversity among the colleges with respect to their individual goal orientations would be a large step toward assessing the magnitude of the problem of achieving consensus. Without consensus, submission to a central philosophical orientation will no doubt come with varying degrees of compromise at the campus level. Where that compromise is significant, the colleges may lose the very thing that has afforded them the success of the past--their sensitivity to local needs and their flexibility in meeting those needs once identified.

PURPOSE OF THE STUDY:

The objective of this research effort is to gather data regarding present and preferred institutional goal priorities from campus-level leadership. It is hoped that such a process will not only portray administrators' perceptions of the current and desired directions of their respective colleges but also provide the opportunity for further analysis, such as institutional characteristics associated with perceptual variance.

PROCEDURES:

An invitation to participate in the study will be sent to the chief administrative officer at each of the 106 community colleges in California. Once affirmative responses are identified, steps will be taken to ensure representativity of the sample along the following dimensions: geographical location, total enrollment, revenue per ADA, percent of part-time students, and percent of minority students.

Participation will entail the chief administrative officer, the chief instructional officer and the student services administrator completing the Community College Goals Inventory (CCGI). The CCGI is an instrument developed by Educational Testing Service in cooperation with AACJC. It is designed to help community colleges define their educational goals, establish priorities among those goals, and give direction to their present and future planning. Four questions within the instrument address each of the twenty primary goal areas listed below:

Outcome Goals:

General Education
Intellectual Orientation
Lifelong Learning
Cultural/Aesthetic Awareness
Personal Development
Humanism/Altruism
Vocational/Technical Preparation
Developmental/Remedial Preparation
Community Services
Social Criticism

Process Goals:

Counseling and Advising
Student Services
Faculty/Staff Development
Intellectual Environment
Innovation
College Community
Freedom
Accessibility
Effective Management
Accountability

Additionally, included in the CCGI are ten goal statements to which participants respond that refer to community college processes or outcomes not otherwise included in the twenty primary goal areas. They are (in abbreviated context):

To encourage students to learn about foreign cultures
To maintain or work to achieve autonomy in relation to governmental or other educational agencies
To include local citizens in planning programs
To interpret systematically the role of the college to local citizens
To provide educational experience relevant to ethnic minorities
To arrange for participative policymaking
To seek to maintain high standards of academic performance
To excel in intercollegiate athletics
To provide educational experiences relevant to the interests of women

Statewide results will be reported by a rank ordering of the goal areas in both the present and preferred dimensions as well as standard deviation scores for each goal area as an indication of the degree of consensus. Further analysis will be performed in those areas where considerable variability exists as to prioritization with particular attention paid to potential institutional characteristics that may be associated with the lack of consensus.

An additional incentive for participation will be provided by illustrating how involvement in the study will offer an opportunity for institutions to expand the use of the instrument for their own purposes. To a limit of fifteen respondents and at the cost of the additional instruments and mailing, each college will be able to open the exercise to other administrative staff and receive back an institutional report that will include comparison of campus-level results with those statewide.

GA:e

APPENDIX E

INVITATION TO PARTICIPATE IN THE STUDY

-Reply Postcard

-Reminder Postcard

INSTITUTIONAL GOAL PRIORITIES
AS PERCEIVED BY CAMPUS LEVEL ADMINISTRATORS
AT CALIFORNIA COMMUNITY COLLEGES

A DISSERTATION STUDY
SCHOOL OF EDUCATION
UNIVERSITY OF THE PACIFIC

ENDORSED BY THE BOARD OF DIRECTORS
ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS

November 12, 1982

I am writing to campus leaders like yourself throughout the state asking for help in addressing a critical issue for California community colleges. Very soon, I will be conducting a study that looks at the manner in which community college administrators prioritize institutional goals.


Why institutional goals? Many recognize the existence of a philosophical contradiction between the long-held tenet of local control and recent interest at the state level in the development of statewide priorities for the colleges. I believe that a study comparing the institutional goal priorities of community college administrators would be of value by providing some indication of the difficulty associated with achieving consensus regarding statewide priorities at the local level. A recent endorsement of this study by the ACCCA Board of Directors signifies that your administrator peers also find potential value in such a research effort.

Please take a few minutes within the next day or two to consider your college's involvement in this study. If you agree to participate, you, your chief instructional officer, and your primary student services administrator will be asked to spend about thirty-five minutes completing Educational Testing Service's Community College Goals Inventory. The inventories will be distributed in mid-December and return will be requested by January 14, 1983.

Results of the study will be shared with the Chancellor's Office and the ACCCA Board of Directors. As participants, your college will receive an abstract of the study and a confidential report summarizing the data generated by your administrators' responses.

I have enclosed a description of the inventory and a self-addressed, stamped postcard for your reply. Please return the postcard as soon as possible. Whatever your decision, I appreciate the time you spend in considering this request.

Sincerely,



Dean C. Colli
Vocational Education Coordinator
Columbia College

COMMUNITY COLLEGE GOALS STUDY--REPLY POSTCARD

Please Check One:

☐ YES, I would like to participate.

Names of other respondents: _____

NOTE: To increase the utility of your campus report, consider expanding the Goals Inventory exercise to other administrative staff. To a limit of twenty, I will facilitate this process for you at the minimal cost of the additional inventories (\$.50 ea.) and postage. Number of additional inventories desired: _____

☐ NO, I do not care to participate.

Signature

COMMUNITY COLLEGE GOALS STUDY--A REMINDER

Dear

Recently, I mailed you a letter asking for your participation in an important study about institutional goals of California community colleges.

If you have already returned the reply postcard, please consider this a "thank you" for your valuable time.

If you have not had a chance to do so yet, may I ask that you confer with your instructional and student services administrators very soon and return the reply postcard at your earliest convenience? Thank you.

Dean C. Colli

APPENDIX F

REPRESENTATIVITY OF PARTICIPATING COLLEGES

District Wealth
As Determined by Total Income per ADA

	<u>Consenting</u>	<u>Non-Consenting</u>
Above State Median	32	26
Below State Median	24	23
Total: 105		
χ^2 : .187 (α .50, df 1 = .45)		

Part-time Students
As a Percentage of Total Enrollment

	<u>Consenting</u>	<u>Non-Consenting</u>
Above State Median	26	26
Below State Median	29	23
Total: 104 (One consenting college on the median)		
χ^2 : .348 (α .50, df 1 = .45)		

Non White Students
As a Percentage of Total Reported Student Ethnicity Counts

	<u>Consenting</u>	<u>Non-Consenting</u>
Above State Median	31	23
Below State Median	24	25

Total: 103 (One consenting college on the median, one college with no ethnic data)

χ^2 : .757 (α .25, df 1 = 1.32)

Total Credit and Non-credit Enrollment

	<u>Consenting</u>	<u>Non-Consenting</u>
Above State Median	29	23
Below State Median	26	26

Total: 104 (One consenting College on the median)

χ^2 : .348 (α .50, df 1 = .45)

Geographical Location

<u>Region</u>	<u>Consenting</u>	<u>Non-Consenting</u>
Northern	7	2
Central	9	7
Bay	12	12
Coastal	5	5
Desert	2	3
San Diego	4	4
Los Angeles	15	18

Total: 105

χ^2 : 3.52 (α .50, df 6 = 5.35)

APPENDIX G

COMMUNITY COLLEGE GOALS INVENTORY ALPHA RELIABILITIES AND STANDARD ERRORS OF MEASUREMENT

COMMUNITY COLLEGE GOALS INVENTORY



To the respondent:

During the past decade a number of educational, social, and economic circumstances have made it necessary for community colleges to reach clear, and often new, understandings about their goals. Now, widespread financial and enrollment concerns make it imperative for colleges to specify the objectives to which limited resources may be directed.

The Community College Goals Inventory (CCGI) was developed as a tool to help colleges delineate their goals and establish priorities among them. The instrument does not tell colleges what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberations toward final definition of college goals.

The *Inventory* was designed to address the specific needs and concerns of community colleges. About half of the goal statements in the *Inventory* refer to what may be thought of as "outcome" or substantive goals colleges may seek to achieve (e.g., qualities of graduating students, kinds of service). Statements toward the end of the instrument relate to "process" goals—goals having to do with college environment and the educational process.

The CCGI is intended to be completely confidential. Results will be summarized only for groups—faculty, students, trustees, and so forth. In no instance will responses of individuals be reported. The *Inventory* ordinarily should not take longer than 45 minutes to complete.

NAME OF INSTITUTION: _____

DIRECTIONS

The *Inventory* consists of 90 statements of possible institutional goals. Using the answer key shown in the examples below, you are asked to respond to each statement in two different ways:

First — How important *is* the goal at this institution at the present time?

Then — In your judgment, how important *should* the goal *be* at this institution?

EXAMPLES

- A. to require a common core of learning experiences for all students...

	of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
should be	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this example, the respondent believes the goal "to require a common core of learning experiences for all students" is presently of extremely high importance, but thinks that it should be of medium importance.

- B. to give alumni a larger and more direct role in the work of the institution...

	of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
is	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

In this example, the respondent sees the goal "to give alumni a larger and more direct role in the work of the institution" as presently being of low importance, but thinks that it should be of high importance.

- Unless you have been given other instructions, consider the institution as a whole in making your judgments.
- In giving *should be* responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.
- Please try to respond to every goal statement in the *Inventory*, by

blackening one oval after *is* and one oval after *should be*.

- Use any soft lead pencil. Do not use colored pencils or a pen—ink, ball point, or felt tip.
- Mark each answer so that it completely fills (blackens) the intended oval. Please do not make checks (✓) or X's.

- Additional Locally Written Goal Statements-Local Option (91-110): A section is included for additional goal statements of specific interest or concern. These statements will be supplied locally. If no statements are supplied, leave this section blank and go on to the Information Questions.
- Information Questions (111-117): These questions are included to enable each institution to analyze the results of the *Inventory* in ways that will be the most meaningful and useful to them. Respond to each question that applies.
- Subgroups (118) and Supplementary Information Questions (119-124): If these sections are to be used instructions will be given locally for marking these items. If not, please leave them blank.

The Community College Goals Inventory was adapted from the Institutional Goals Inventory and was developed in cooperation with the American Association of Community and Junior Colleges.

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Published and distributed by ETS Community and Junior College Programs.
Princeton, New Jersey 08541

Please respond to all goal statements
by blackening one oval after is and
one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
1. to ensure that students acquire a basic knowledge of communications, the humanities, social sciences, mathematics, and natural sciences . . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. to teach students methods of inquiry, research, and problem definition and solution . . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. to offer courses that enable adults in the community to pursue vocational, cultural, and social interests. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. to ensure that students who graduate have achieved some level of reading, writing, and math competency. . .	is	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. to increase the desire and ability of students to undertake self-directed learning . . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. to provide a general academic background as preparation for further, more advanced or specialized work. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. to develop students' ability to synthesize knowledge from a variety of sources. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. to seek to instill in students a commitment to a lifetime of learning. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. to ensure that students acquire knowledge and skills that will enable them to live effectively in society. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. to instill in students a capacity for openness to new ideas and ways of thinking. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. to be committed as a college to providing learning opportunities to adults of all ages. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. to encourage students to learn about foreign cultures, for example, through study of a foreign language. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. to award degree credit for knowledge and skills acquired in nonschool settings. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to all goal statements
by blackening one oval after is and
one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
to increase students' sensitivity to and appreciation of various forms of art and artistic expression. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to help students identify their personal goals and develop means of achieving them. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to help students understand and assess the important moral issues of our time. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to encourage students to elect courses in the humanities or arts beyond required course work. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to help students develop a sense of self-worth, self-confidence, and self-direction. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to help students understand and respect people from diverse backgrounds and cultures. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to encourage students to express themselves artistically, such as in music, painting, and film-making. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to help students achieve deeper levels of self-understanding. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to encourage students to become committed to working for peace in the world. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to acquaint students with forms of artistic or literary expression from non-Western cultures, such as African or Asian. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to help students to be open, honest, and trusting in their relationships with others. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to encourage students to have an active concern for the general welfare of their communities. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to provide opportunities for students to prepare for specific vocational/technical careers, such as accounting, air conditioning and refrigeration, and nursing. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to all goal statements
by blackening one oval after is and
one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
27. to identify and assess basic skills levels and then counsel students relative to their needs. . .	is	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. to make available to community groups college resources such as meeting rooms, computer facilities, and faculty problem-solving skills. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. to provide critical evaluations of current values and practices in our society. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. to offer educational programs geared to new and emerging career fields. . .	is	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. to ensure that students who complete developmental programs have achieved appropriate reading, writing, and mathematics competencies. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. to offer alternative developmental (basic skills) programs that recognize different learning styles and rates. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. to serve as a source of ideas and recommendations for changing social institutions. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. to convene or conduct community forums on topical issues such as conservation of energy, crime prevention, and community renewal. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. to cooperate with diverse community organizations to improve the availability of educational services to area residents. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. to provide opportunities for individuals to update or upgrade present job skills. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. to work with local government agencies, industries, unions, and other community groups on community problems.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. to provide retraining opportunities for individuals who wish to qualify for new careers or acquire new job skills. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. to help students learn how to bring about changes in our social, economic, or political institutions. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to all goal statements
by blackening one oval after is and
one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
40. to be engaged, as an institution, in working for basic changes in our society. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. to evaluate continuously the effectiveness of basic skills instruction. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. to maintain support services for students with special needs, such as disadvantaged, or handicapped. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. to commit college resources to faculty and staff development activities. . .	is	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. to provide career counseling services for students. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. to conduct a comprehensive student activities program consisting of social, cultural, and athletic activities. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. to provide opportunities for professional development of faculty and staff through special seminars, workshops, or training programs. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. to provide personal counseling services for students. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. to provide comprehensive advice for students about financial aid sources. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. to evaluate faculty in an appropriate and reasonable manner in order to promote effective teaching. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. to provide academic advising services for students. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. to operate a student job-placement service. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. to operate a student health service that includes health maintenance, preventive medicine, and referral services. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to all goal statements
by blackening one oval after is and
one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
53. to provide flexible leave and sabbatical opportunities for faculty and staff for purposes of professional development. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. to create a campus climate in which students spend much of their free time in intellectual and cultural activities. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. to experiment with different methods of evaluating and grading student performance. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. to maintain a climate in which communication throughout the organizational structure is open and candid. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. to sponsor each year a rich program of cultural events, such as lectures, concerts, and art exhibits. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. to maintain a climate at the college in which differences of opinion can be aired openly and amicably. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. to create an institution known in the community as an intellectually exciting and stimulating place. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. to create procedures by which curricular and instructional innovations may be readily initiated. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. to maintain a climate of mutual trust and respect among students, faculty, and administrators.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to all goal statements
by blackening one oval after is and
one after should be.

of no importance,
or not applicable

of low importance

of medium importance

of high importance

of extremely high importance

66.	to ensure that students are not prevented from hearing speakers presenting controversial points of view. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67.	to set student tuition and fees at a level such that no one will be denied attendance because of financial need. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68.	to involve those with appropriate expertise in making important campus decisions. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69.	to ensure the freedom of students and faculty to choose their own life styles, such as living arrangements and personal appearance. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70.	to offer programs at off-campus locations and at times that accommodate adults in the community. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71.	to maintain or work to achieve a large degree of autonomy or independence in relation to governmental or other educational agencies. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72.	to achieve general consensus on the campus regarding fundamental college goals. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73.	to place no restrictions on off-campus political activities by faculty or students. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74.	to recruit students who in the past have been denied, have not valued, or have not been successful in formal education. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75.	to be organized for systematic short- and long-range planning for the whole institution. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76.	to protect the right of faculty members to present unpopular or controversial ideas in the classroom. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77.	to maintain or move to a policy of essentially open admissions, and then to develop worthwhile educational experiences for all who are admitted. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78.	to engage in systematic evaluation of all college programs. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to all goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
79. to consider benefits in relation to costs in deciding among alternative college programs. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. to include local citizens in planning college programs that will affect the local community. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. to provide regular evidence that the institution is actually achieving its stated goals. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. to interpret systematically the nature, purpose, and work of the college to local citizens. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. to monitor the efficiency with which college operations are conducted. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. to provide educational experiences relevant to the interests of blacks, Chicanos, Puerto Ricans, and Native Americans. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in college policy making. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. to seek to maintain high standards of academic performance throughout the institution. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. to be accountable to funding sources for the effectiveness of college programs. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. to excel in intercollegiate athletics. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. to provide educational experiences relevant to the interests of women. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. to serve as a cultural center in the community. . .	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- If additional locally written goal statements have been provided, use page ten for responding and then go on to page eleven.
- If no additional goal statements were given, leave page ten blank and answer the information questions on page eleven.

ADDITIONAL GOAL STATEMENTS
(Local Option)

If you have been provided with additional goal statements, use this section for responding. Use the same answer key as you used for the first 90 items, and respond to both *is* and *should be*.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
91.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	101.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	102.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	103.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	104.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	105.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	106.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	107.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	108.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	109.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	110.	is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFORMATION QUESTIONS

Please mark one answer for each question below that applies to you.

111. Mark the one that best describes your role.

- ☐ 1 Faculty member
☐ 2 Student
☐ 3 Administrator
☐ 4 Governing/coordinating board member
☐ 5 Advisory committee member
☐ 6 Community member
☐ 7 Other _____

112. Faculty and students: mark one field of teaching or, for students, major field of study.

- ☐ 1 Biological/physical sciences
☐ 2 Agriculture/agriculture technologies
☐ 3 Math/computer science/data processing
☐ 4 Social services (e.g. criminal justice, child care)
☐ 5 Liberal arts
☐ 6 Fine arts, performing arts
☐ 7 Health science professions
☐ 8 Business
☐ 9 Pre-engineering/engineering technologies
☐ 10 Other _____

113. Faculty: indicate academic rank.

- ☐ 1 Instructor
☐ 2 Assistant professor
☐ 3 Associate professor
☐ 4 Professor
☐ 5 Other _____

114. Faculty: indicate *primary* teaching arrangement.

- ☐ 1 Full-time, day
☐ 2 Part-time, day
☐ 3 Full-time, evening
☐ 4 Part-time, evening
☐ 5 Other _____

115. All respondents: indicate age at last birthday.

- ☐ 1 Under 20
☐ 2 20 to 29
☐ 3 30 to 39
☐ 4 40 to 49
☐ 5 50 to 59
☐ 6 60 or over

116. Students: indicate number of credits earned.

- ☐ 1 15 or fewer
☐ 2 16-30
☐ 3 31-45
☐ 4 46-60
☐ 5 more than 60
☐ 6 Noncredit student

117. Students: indicate current enrollment status (mark only one).

- ☐ 1 Full-time, day
☐ 2 Part-time, day
☐ 3 Full-time, evening
☐ 4 Part-time, evening
☐ 5 Noncredit/credit-free

118. SUBGROUPS—one response only.

Instructions will be given locally for gridding this subgroup item.
If instructions are not given, leave blank.

- ☐ 1 One
☐ 2 Two
☐ 3 Three
☐ 4 Four
☐ 5 Five

OPTIONAL INFORMATION QUESTIONS.

If you have been provided with additional information questions, use this section for responding. Mark only one response for each question.

119.	120.	121.	122.	123.	124.
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9
<input type="radio"/> 10	<input type="radio"/> 10	<input type="radio"/> 10	<input type="radio"/> 10	<input type="radio"/> 10	<input type="radio"/> 10

If you have any questions, comments, or complaints about the Inventory, please send them to: Community College Goals Inventory, ETS Community and Junior College Programs, Princeton, N.J. 08541

THANK YOU

CCGI Alpha Reliabilities and Standard Errors of Measurement*

	Faculty				Students			
	<u>SEM</u>	<u>Is</u>	<u>SEM</u>	<u>Should Be</u>	<u>SEM</u>	<u>Is</u>	<u>SEM</u>	<u>Should Be</u>
General Education**								
Intellectual Orientation	.13	.77	.12	.67	.14	.69	.13	.63
Lifelong Learning**								
Cultural/Aesthetic Awareness	.12	.81	.13	.85	.14	.76	.15	.78
Personal Development	.12	.84	.12	.80	.14	.82	.14	.73
Humanism/Altruism	.13	.79	.14	.79	.15	.76	.16	.73
Vocational/Technical Preparation	.13	.79	.11	.80	.15	.76	.13	.70
Developmental/Remedial Preparation	.14	.73	.13	.70	.15	.72	.15	.65
Community Services	.14	.77	.14	.79	.14	.75	.15	.74
Social Criticism	.12	.82	.14	.84	.13	.79	.15	.77
Counseling and Advising	.14	.77	.13	.74	.14	.81	.13	.74
Student Services	.16	.66	.15	.73	.16	.68	.15	.70
Faculty/Staff Development	.16	.68	.13	.69	.15	.73	.16	.63
Intellectual Environment	.15	.70	.14	.62	.16	.72	.16	.68
Innovation	.13	.77	.14	.77	.14	.72	.15	.67
College Community	.13	.87	.11	.78	.14	.80	.14	.71
Freedom	.16	.73	.16	.76	.17	.70	.17	.69
Accessibility	.16	.66	.16	.70	.17	.68	.17	.62
Effective Management	.14	.80	.13	.70	.13	.77	.15	.69
Accountability	.16	.66	.14	.70	.14	.77	.15	.68

*Based on preliminary comparative data from 18 CCGI administrations at colleges in January/February 1979.

**Data are not presented for these two goal areas since some statements in each area were rewritten for the final version of CCGI.

PRELIMINARY DATA, NOT FOR PUBLICATION

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APPENDIX H

~~INITIAL INSTRUMENT DISTRIBUTION MATERIALS~~

- Letter of Transmittal to the CEO with Attachment
- Letter of Transmittal to each respondent

INSTITUTIONAL GOAL PRIORITIES
AS PERCEIVED BY CAMPUS LEVEL ADMINISTRATORS
AT CALIFORNIA COMMUNITY COLLEGES

A DISSERTATION STUDY
SCHOOL OF EDUCATION
UNIVERSITY OF THE PACIFIC

ENDORSED BY THE BOARD OF DIRECTORS
ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS

Thank you very much for agreeing to participate in this community college goals study. You may be interested to know that approximately fifty colleges will be represented. A list of those who had responded affirmatively to the invitation as of December 7 is attached.

I have enclosed three envelopes addressed to the study participants at your college. Please forward one to each of the appropriate instructional and student services administrators. In the envelopes are a cover letter, a Goals Inventory, and a self-addressed, stamped envelope for the return mailing. If you chose to expand the Goals Inventory exercise to other administrative personnel, I have also enclosed the necessary materials and a bill for the cost of the additional inventories and mailing.

In order to facilitate the collection of data and the timely return of your campus report, I would appreciate your returning the Inventory by January 7. Please encourage the other two study participants at your college to do the same.

Thank you, again, for committing your valuable administrative time to this research project. I am hopeful that the results of the study will not only expand our knowledge of the colleges as a whole but also be of value to your institution as well.

Sincerely,

Dean C. Colli
Vocational Education Coordinator
Columbia College

INSTITUTIONAL GOAL PRIORITIES
AS PERCEIVED BY CAMPUS LEVEL ADMINISTRATORS
AT CALIFORNIA COMMUNITY COLLEGES

A DISSERTATION STUDY
SCHOOL OF EDUCATION
UNIVERSITY OF THE PACIFIC

ENDORSED BY THE BOARD OF DIRECTORS
ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS

To the respondent:

In an effort to help clarify the differences and similarities among institutional goal orientations at community colleges throughout the state, campus leaders at approximately fifty colleges have joined you in committing about one-half hour's time for the purpose of completing the enclosed Community College Goals Inventory. The generous contribution of your valuable time toward that end is appreciated.

The Inventory was designed by Educational Testing Service to address the specific needs and concerns of community colleges. About half of the goal statements to which you will respond refer to what may be thought of as "outcome" goals colleges may seek to achieve. Statements toward the end of the instrument relate to "process" goals--goals having to do with college environment and the educational process.

Please set aside some "quiet time" soon to complete the Inventory. You may find it easier and more effective to go through the instrument in several sittings rather than one block of time. Whatever you decide, your responses will probably be more reflective of your beliefs about goals for your college if you are able to accomplish this task leisurely and without interruption.

To begin the exercise, go directly to page two where you will find directions for completing the Inventory. For the purposes of this study, please respond only to the statements on pages three through nine. Disregard pages ten and eleven.

Your cooperation in sending your completed Inventory to me no later than January 7 would be greatly appreciated. A self-addressed, stamped envelope is enclosed for that purpose.

Under no circumstances will data collected from any individual be revealed to anyone. Scores will be reported in the dissertation and to your college in group form only. Each instrument is coded solely to reflect your college, its institutional characteristics, and the type of administrative position you hold.

Thank you very much for participating in this study. At a time when the concept of local control, as we have known it in the past, is giving ground to statewide leadership efforts, it is particularly crucial that we learn more about the manner in which the individual colleges choose to function to serve their local communities.

Sincerely,

Dean C. Colli
Vocational Education Coordinator
Columbia College

APPENDIX I

FOLLOW-UP LETTERS

-To CEOs

-To Other Administrators

INSTITUTIONAL GOAL PRIORITIES
AS PERCEIVED BY CAMPUS LEVEL ADMINISTRATORS
AT CALIFORNIA COMMUNITY COLLEGES

A DISSERTATION STUDY
SCHOOL OF EDUCATION
UNIVERSITY OF THE PACIFIC

ENDORSED BY THE BOARD OF DIRECTORS
ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS

January 31, 1983

Late last fall you expressed an interest in involving several key administrators from your college in a study regarding perceptions about institutional goals at California community colleges. As a result, in mid-December I sent you a Community College Goals Inventory in which you are asked to express your thoughts about goals for your college.

To date, I have not received your Inventory. If you have recently mailed it back to me, thank you for responding. If not, won't you please set aside some time in the next few days to do so? Your response is so very important. It will not only facilitate greater utility of the responses from other administrators at your college but it will also permit me to seek out patterns of response related to colleges with similar institutional characteristics.

If you are not able to locate the Inventory I sent you, please call me at Columbia College, (209) 533-5225, for a replacement copy. In any event, in order for your survey to be included in my study and in the report that I will furnish your college, I must have it in my hands no later than February 11.

I realize that these are troubled times for all of us and that your time is more precious than ever. However, it is my hope that, with the results of this study being placed in the hands of the appropriate people in Sacramento, the future role of our community college will be reflective of priorities as they are perceived at the local level.

Sincerely,

Dean Colli
Vocational Education Coordinator
Columbia College

DC:db

INSTITUTIONAL GOAL PRIORITIES
AS PERCEIVED BY CAMPUS LEVEL ADMINISTRATORS
AT CALIFORNIA COMMUNITY COLLEGES

A DISSERTATION STUDY
SCHOOL OF EDUCATION
UNIVERSITY OF THE PACIFIC

ENDORSED BY THE BOARD OF DIRECTORS
ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGE ADMINISTRATORS

January 31, 1983

Late last fall your president expressed an interest in involving several key administrators from your college in a study regarding perceptions about institutional goals at California community colleges. As a result, in mid-December I sent you a Community College Goals Inventory in which you are asked to express your thoughts about goals for your college.

To date, I have not received your Inventory. If you have recently mailed it back to me, thank you for responding. If not, won't you please set aside some time in the next few days to do so? Your response is so very important. It will not only facilitate greater utility of the responses from other administrators at your college but it will also permit me to seek out patterns of response related to colleges with similar institutional characteristics.

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Sincerely,

Dean Colli
Vocational Education Coordinator
Columbia College

DC:db

APPENDIX J

IDENTIFICATION OF PARTICIPATING AND FINAL SAMPLE COLLEGES BY INSTITUTIONAL CHARACTERISTIC

- Total Credit and Noncredit Enrollment
- Part-time Students as a Percent of Total Credit Enrollment
- Non-white Students as a Percent of Total Enrollment Ethnicity Reported
- District Total Revenue Per ADA
- Geographical Location

CALIFORNIA COMMUNITY COLLEGES
Total Credit/Noncredit Enrollment
By College, Fall, 1980

	High		Medium		Low
69016**	San Francisco	14480**	Grossmont	7500	Sequoias
35252**	Pasadena	14373*	Ventura	7424	Antelope Valley
33277	Santa Ana	14135	San Jose City	7147	Evergreen Valley
29949	Long Beach	13851	Chaffey	7009*	Desert
28876	Orange Coast	12978**	Bakersfield	6996	L.A. Southwest
27644**	El Camino	12941**	Southwestern	6465**	Compton
26781	Saddleback	12471	Cypress	5848	Cuesta
25689**	Mt. San Antonio	11939*	L.A. Harbor	5842	Cosumnes River
24442	DeAnza	11640	West L.A.	5772	Oxnard
23163	American River	11627	Rio Hondo	5488**	Los Medianos
23072	L.A. Pierce	11152**	Cabrillo	5457	San Diego City
22494	Cerritos	11023**	Shasta	5084	Victor Valley
22470**	L.A. Valley	10895	Laney	4814**	Indian Valley
21248*	Golden West	10867	San Diego Mesa	4338	Imperial Valley
21022	Santa Monica	10729**	Redwoods	4118	Cerro Coso
21015**	Santa Rosa	10690**	Vista	3885	Yuba
20174	L.A. City	10686**	Allan Hancock	3744	Porterville
20078	Coastline	9860**	Solano	3662**	Crafton Hills
19973**	Diablo Valley	9829	Merritt	3589	Canyons
19152**	Fullerton	9804**	Sierra	3497**	Columbia
18954**	Chabot	9395**	Citrus	3355**	Kings River
18276**	San Joaquin Delta	9361	Moorpark	3322**	Mendocino
18000**	Glendale	9263	Contra Costa	3236**	Gavilan
17972	Palomar	9254	Canada	3233*	L.A. Mission
17411	Foothill	9166**	Merced	3135**	Mt. San Jacinto
17147**	Santa Barbara	8916	Butte	2974**	Lassen
16671**	East L.A.	8549	Monterey	2712**	Cuyamaca
16499**	West Valley	8411**	Skyline	2471**	West Hills
16457*	L.A. Trade-Tech	8295**	Mira Costa	2270*	Siskiyou
15840	San Mateo	8260	Napa	1704	San Diego Miramar
15738**	Riverside	8259	Ohlone	1700*	Barstow
15474	Sacramento City	7883**	Alameda	1629**	Lake Tahoe
15394**	Marin	7675**	Hartnell	1283*	Feather River
15012	San Bernardino	7651	Mission	1202	Taft
14989**	Fresno			590	Palo Verde
14890**	Modesto				

Statewide Average: 13,049

*Participated

**Part of Final Sample

Source: Analytical Studies Unit, Chancellor's Office, California Community Colleges, 130 Summary, 1980
Enrollments, Fall Semester and Quarter (Sacramento: California Community Colleges, 1980)

¹Chancellor's Office data disputed; Glendale College 1980 data, per John A. Davitt, Administrative Dean of Instruction

CALIFORNIA COMMUNITY COLLEGES
Part-time Students as a Percent of Total Credit Enrollment
By College, Fall, 1980

<u>High</u>		<u>High Medium</u>		<u>Low Medium</u>		<u>Low</u>	
98.9	Coastline	77.8**	Mt. San Jacinto	73.7**	Lassen	70.6	American River
98.3**	Vista	77.4**	Fullerton	73.1**	Modesto	70.5	Yuba
92.8	Cerro Coso	77.4*	San Jose City	73.0*	L.A. Harbor	70.3**	Marin
91.0*	L.A. Mission	77.1	San Diego Miramar	73.0	Merritt	70.3	Santa Monica
86.3**	Mendocino	77.1	San Diego Mesa	72.9	West Kern	70.2**	Glendale
85.2	Mission	77.0	DeAnza	72.8**	Citrus	69.9	Palomar
84.1	Canada	77.0**	L.A. Valley	72.7**	Shasta	69.7**	Cabrillo
83.6**	Los Medanos	77.0**	Riverside	72.6	Evergreen Valley	69.6**	Pasadena
83.0**	Cuyamaca	76.7**	El Camino	72.6	L.A. Southwest	69.1	L.A. City
82.8**	Lake Tahoe	76.2**	Allan Hancock	72.4**	Mira Costa	69.1	Moorpark
82.2	Oxnard	76.1	Cerritos	72.4**	San Joaquin Delta	68.9**	Grossmont
81.2	West L.A.	75.9	Laney	72.4**	West Valley	68.9**	Alameda
80.8	Rancho Santiago	75.8	San Bernardino	72.3**	Diablo Valley	68.9**	Southwestern
80.7	Long Beach	75.8	Cosumnes River	72.1	Butte	68.8	Chaffey
80.5**	Indian Valley	75.4**	Solano	71.9	Napa	68.7**	San Francisco
80.4	Saddleback	75.3	Rio Hondo	71.4	L.A. Pierce	68.3**	Compton
80.3**	Chabot	75.2	Orange Coast	71.4**	Mt. San Antonio	68.1**	Merced
80.2	Foothill	75.1	Palo Verde	71.4	San Mateo	67.0	Sacramento City
79.8*	Golden West	75.0**	Redwoods	71.4	Victor Valley	66.5*	Siskiyou
79.6**	Skyline	74.8**	Hartnell	71.1*	L.A. Trade-Tech	66.3**	Gavilan
79.4	Antelope Valley	74.7**	West Hills	71.0**	Sierra	66.1	Cypress
79.1**	Columbia	74.6	Ohlone	71.0*	Ventura	65.4**	Santa Barbara
78.7*	Feather River	74.6	Canyons			64.5	Porterville
78.7**	Crafton Hills	74.5	Contra Costa			64.1*	Barstow
78.5*	Desert	74.5**	Bakersfield			63.6**	Fresno
78.5	San Diego City	74.4**	Santa Rosa			62.2	Cuesta
		74.2**	East L.A.			60.8	Sequoias
		74.2	Monterey			56.1	Imperial
						54.7**	Kings River

Statewide Average 75.1

*Participated

**Part of Final Sample

Source: Analytical Studies Unit, Chancellor's Office, California Community Colleges, 130 Summary, 1980 Enrollments, Fall Semester and Quarter (Sacramento: California Community Colleges, 1980)

¹Chancellor's Office data disputed; other data not available.

CALIFORNIA COMMUNITY COLLEGES
Non-white Students as a Percent of Total Enrollment Ethnicity Reported
By College, Fall, 1980

	High		Medium		Low
99.7	L.A. Southwest	32.7	Cosumnes River	19.9	Victor Valley
95.4**	Compton	32.1**	Chabot	19.6	San Diego Mesa
88.6**	East L.A.	32.1**	Glendale ⁴	19.4	Foothill
86.8*	L.A. Trade-Tech	31.4	Sequoias	18.6*	Golden West
78.7	L.A. City	31.0	Long Beach	18.2	American River
69.9	Laney	31.0	Santa Ana	17.4**	Mt. San Jacinto
67.4	West L.A.	30.7	Mission	15.8	Moorpark
66.1	Imperial	29.6**	Merced	15.8	Antelope Valley
62.6**	Alameda	29.6**	West Hills	15.6**	West Valley
61.4**	San Francisco	28.6	Monterey	15.0**	Grossmont
55.5	Merritt	28.4**	Allan Hancock	14.7**	Mendocino
55.1	San Diego City	27.8**	Bakersfield	14.7**	Crafton
54.1	L.A. Harbor	27.6*	Ventura	14.6	Canyons ³
47.5	Oxnard	26.6	Santa Monica	14.3**	Lassen
47.4**	Southwestern	25.5	Chaffey	14.1**	Indian Valley
47.2	Contra Costa	25.2**	Citrus	13.8**	Cuyamaca
45.1	Rio Hondo	24.8**	Mira Costa	13.5	Napa
44.7	Sacramento	24.7**	Riverside	13.5	San Jose City
43.6*	L.A. Mission	24.2	Yuba	12.9**	Cabrillo
39.3**	Hartnell	23.7**	Los Medanos	12.7**	College of Marin
38.9	Cerritos	23.7	Evergreen Valley	12.6	Saddleback
37.8**	Vista	23.0*	Desert	12.3**	Santa Rosa
37.3**	Pasadena	22.4	Cypress	11.9	Cuesta
37.3**	Skyline	22.1**	Fullerton	11.9	Taft
37.1**	Mt. San Antonio	22.0	Orange Coast	11.2**	Diablo Valley
37.1**	Kings River	21.6	Ohlone	11.2*	Siskiyou
36.8*	Barstow ¹	21.6	San Mateo	10.2**	Redwoods
36.6**	Fresno City	21.6	DeAnza	9.8	Coastline
35.6	San Bernardino	21.4	L.A. Pierce	8.6**	Shasta
35.6**	Gavilan ²	21.4	Cerro Coso	8.1**	Lake Tahoe
35.0**	El Camino ²	21.3	Porterville	8.1*	Feather River
34.8**	San Joaquin Delta	20.9	San Diego Miramar	7.1**	Sierra
34.7**	Solano	20.8	Canada	4.0**	Columbia
33.7	Palo Verde	20.5**	Modesto	---	Butte (not available)
33.1**	L.A. Valley	20.4	Palomar		
		20.1**	Santa Barbara		
			Statewide Average: 30.9		

*Participated

**Part of Final Sample

Source: (Except as noted below) Analytical Studies Unit, Chancellor's Office, California Community Colleges, Information System Project, Student Data System, Enrollment by Race--Fall 1980 (Sacramento: California Community Colleges, 1980)

The following data were missing from the Analytical Studies Unit Report but supplied as noted.

¹Barstow College 1980 data, per Jack Sherman, Dean of Administrative Services, 11/22/82

²El Camino College 1980 data, per Office of Instruction Staff, 12/2/82

³Lassen College 1982 data, per Sam Sandusky, Registrar, 12/2/82

⁴Chancellor's Office data disputed; other data not available.

CALIFORNIA COMMUNITY COLLEGES
Total District Revenue Per A.D.A.
Fiscal Year 1980

High			Medium			Low		
Rev/ADA	District	College	Rev/ADA	District	College	Rev/ADA	District	College
5701	West Kern	Taft	2458	Yosemite	**Columbia	2113	South County	**Chabot
3980	Palo Verde	Palo Verde			**Modesto	2078	Rio Hondo	Rio Hondo
3750	Mendocino	**Mendocino	2423	Hartnell	**Hartnell	2071	Ventura	**Ventura
3574	Lake Tahoe	**Lake Tahoe	2422	Yuba	Yuba			Moorpark
3427	West Hills	**West Hills	2402	Gavilan	**Gavilan			Oxnard
3204	Imperial	Imperial	2380	Marin	**Marin	2066	Sierra	**Sierra
3063	Barstow	*Barstow			**Indian Valley	2060	Mt. San Antonio	**Mt. San Antonio
2997	Compton	**Compton	2378	Redwoods	**Redwoods	2059	Monterey	Monterey
2817	Los Angeles	**East L.A.	2369	State Center	**Fresno	2059	Cabrillo	**Cabrillo
		L.A. City			**Kings River	2047	Coast	Coastline
		*L.A. Harbor	2334	Fremont-Newark	Ohlone			*Golden West
		*L.A. Mission	2315	West Valley	**West Valley			Orange Coast
		L.A. Pierce			Mission	2039	Citrus	**Citrus
		L.A. Southwest	2258	San Mateo	San Mateo	2036	Solano	**Solano
		*L.A. Trade-Tech			Canada	2034	San Bernardino	San Bernardino
		**L.A. Valley			**Skyline			**Crafton Hills
		West L.A.	2256	San Luis Obispo	Cuesta	2033	Butte	Butte
2795	Siskiyou	*Siskiyou	2250	Sequoias	Sequoias	2005	North Orange	Cypress
2786	Kern	**Bakersfield	2229	Contra Costa	Contra Costa			**Fullerton
		Cerro Coso			**Diablo Valley	2001	Los Rios	Sacramento
		Porterville			**Los Medanos			Cosumnes River
2777	Mt. San Jacinto	**Mt. San Jacinto	2225	Palomar	Palomar			American River
2760	Coachella Valley	*Desert	2224	Chaffey	Chaffey	1997	Sonoma	**Santa Rosa
2725	Santa Clarita	Canyons	2213	Long Beach	Long Beach	1984	Riverside	**Riverside
2708	Mira Costa	**Mira Costa	2188	Foothill	Foothill	1970	Cerritos	Cerritos
2708	Victor Valley	Victor Valley			De Anza	1955	Napa	Napa
2692	San Jose	San Jose City	2183	San Joaquin Delta	**San Joaquin Delta	1950	Santa Monica	Santa Monica
		Evergreen Valley	2170	Shasta	**Shasta	1920	Southwestern	**Southwestern
2612	Lassen	**Lassen	2154	San Diego	S.D. City	1918	Glendale	**Glendale
2533	Saddleback	Saddleback			S.D. Mesa	1875	Antelope Valley	Antelope Valley
2486	Peralta	**Alameda			S.D. Miramar	1851	Merced	**Merced
		Laney	2142	Pasadena	**Pasadena	1834	Allan Hancock	**Allan Hancock
		Merritt	2131	Rancho Santiago	Santa Ana	1795	Santa Barbara	**Santa Barbara
		**Vista	2129	Grossmont	**Grossmont	1623	San Francisco	**San Francisco
		*Feather River			**Cuyamaca	1446	El Camino	**El Camino
			Statewide Average: 2237					

*Participated

**Part of Final Sample

Source: Board of Governors, California Community College, Fiscal Data Abstract 1980-81 (Sacramento: California Community College, 1982), p. 16.

CALIFORNIA COMMUNITY COLLEGES
Geographical Location By Survey Region

<u>Region</u>	<u>College, Location</u>
Northern	Butte College, Oroville, CA ** Lassen College, Susanville, CA ** Mendocino College, Ukiah, CA ** College of the Redwoods, Eureka, CA ** Shasta College, Redding, CA ** Sierra College, Rocklin, CA * College of the Siskiyous, Weed, CA Yuba College, Marysville, CA * Feather River, Quincy, CA
Central Valley	* Bakersfield College, Bakersfield, CA Cerro Coso Community College, Ridgecrest, CA Porterville College, Porterville, CA ** Lake Tahoe Community College, South Lake Tahoe, CA American River College, Sacramento, CA Consumnes River College, Sacramento, CA Sacramento City College, Sacramento, CA ** Merced College, Merced, CA ** San Joaquin Delta College, Stockton, CA College of the Sequoias, Visalia, CA ** Fresno City College, Fresno, CA ** Kings River College, Reedley, CA ** West Hills College, Coalinga, CA ** Taft College, Taft, CA ** Columbia College, Columbia, CA ** Modesto Junior College, Modesto, CA
Bay Area	Contra Costa College, San Pablo, CA ** Diablo Valley College, Pleasant Hill, CA ** Los Medanos College, Pittsburg, CA DeAnza College, Cupertino, CA Foothill College, Los Altos Hills, CA Ohlone College, Fremont, CA ** Indian Valley Colleges, Novato, CA ** College of Marin, Kentfield, CA Napa College, Napa, CA ** College of Alameda, CA Laney College, Oakland, CA Merritt College, Oakland, CA ** Vista College, Berkeley, CA ** City College of San Francisco, San Francisco, CA Evergreen Valley College, San Jose, CA San Jose City College, San Jose, CA Canada College, Redwood, CA College of San Mateo, San Mateo, CA

*Participated
**Part of Final Sample

CALIFORNIA COMMUNITY COLLEGES
Geographical Location By Survey Region
(continued)

<u>Region</u>	<u>College, Location</u>
Bay Area (continued)	** Skyline College San Bruno, CA ** Solano Community College, Suisun City, CA ** Santa Rosa Junior College, Santa Rosa, CA ** Chabot College, Hayward, CA Mission College, Santa Clara, CA ** West Valley College, Saratoga, CA
Coastal	** Allan Hancock College, Santa Maria, CA ** Cabrillo College, Aptos, CA ** Gavilan College, Gilroy, CA ** Hartnell College, Salinas, CA Monterey Peninsula College, Monterey, CA Cuesta College, San Luis Obispo, CA ** Santa Barbara City College, Santa Barbara, CA Moorpark College, Moorpark, CA Oxnard College, Oxnard, CA * Ventura College, Ventura, CA
Desert	* Barstow College, Barstow, CA * College of the Desert, Palm Desert, CA Imperial Valley College, Imperial, CA Palo Verde College, Blythe, CA Victor Valley Community College, Victorville, CA
San Diego	** Cuyamaca College, El Cajon, CA ** Grossmont College, El Cajon, CA ** Mira Costa College, Oceanside, CA Palomar College, San Marcos, CA San Diego City College, San Diego, CA San Diego Mesa College, San Diego, CA San Diego Miramar College, San Diego, CA ** Southwestern College, Chula Vista, CA
Los Angeles	Antelope Valley College, Lancaster, CA Cerritos College, Norwalk, CA Chaffey College, Alta Loma, CA ** Citrus College, Azusa, CA Coastline Community College, Fountain Valley, CA * Golden West College, Huntington Beach, CA Orange Coast College, Costa Mesa, CA ** Compton Community College, Compton, CA ** El Camino College, Van Nuys, CA ** Glendale College, Glendale, CA Long Beach City College, Long Beach, CA ** East Los Angeles College, Monterey Park, CA

*Participated
**Part of Final Sample

CALIFORNIA COMMUNITY COLLEGES
Geographical Location By Survey Region
(continued)

<u>Region</u>	<u>College, Location</u>
Los Angeles (continued)	Los Angeles City College, Los Angeles, CA
	* Los Angeles Harbor College, Wilmington, CA
	* Los Angeles Mission College, San Fernando, CA
	Los Angeles Pierce College, Woodland Hills, CA
	Los Angeles Southwest College, Los Angeles, CA
	* Los Angeles Trade-Technical College, Los Angeles, CA
	** Los Angeles Valley College, Van Nuys, CA
	West Los Angeles College, Culver City, CA
	** Mt. San Antonio College, Walnut, CA
	** Mt. San Antonio College, San Jacinto, CA
	Cypress College, Cypress, CA
	** Fullerton College, Fullerton, CA
	** Pasadena City College, Pasadena, CA
	Santa Ana College, Santa Ana, CA
	Rio Hondo College, Whittier, CA
	** Riverside City College, Riverside, CA
	Saddleback College, Irvine/Mission Viejo, CA
	** CRAFTON HILLS College, Yucaipa, CA
	San Bernardino Valley College, San Bernardino, CA
	College of the Canyons, Valencia, CA
	Santa Monica College, Santa Monica, CA

*Participated

**Part of Final Sample

APPENDIX K

REPRESENTATIVITY OF FINAL SAMPLE

(Using a Chi Square Analysis)

Total Credit/Noncredit Enrollment

	<u>Part of Final Sample</u>	<u>Not in Final Sample</u>
High Enrollment	17	18
Medium Enrollment	17	18
Low Enrollment	13	22
TOTAL: 105		
χ^2 : 1.2397	$(\alpha .70, df2 = 0.713)$ $(\alpha .50, df2 = 1.386)$	

Part-Time Students As Percent of Total Credit Enrollment

	<u>Part of Final Sample</u>	<u>Not in Final Sample</u>
High Part-Time Enrollment	10	16
High Medium Part-Time Enrollment	13	15
Low Medium Part-Time Enrollment	10	12
Low Part-Time Enrollment	14	15
TOTAL: 105		
χ^2 : .5995	$(\alpha .90, df3 = 0.584)$ $(\alpha .80, df3 = 1.005)$	

Non-White Students As A Percent Of Total
Enrollment Ethnicity Reported

	<u>Part of Final Sample</u>	<u>Not in Final Sample</u>
High Non-White Enrollment	17	18
Medium Non-White Enrollment	13	23
Low Non-White Enrollment	17	16
TOTAL: 104 (one college with no ethnic data)		
χ^2 : 1.8943 (α .50, df2 = 1.386) (α .30, df2 = 2.408)		

Total District Revenue Per A.D.A.

	<u>Part of Final Sample</u>	<u>Not in Final Sample</u>
High Revenue per A.D.A.	12	23
Medium Revenue per A.D.A.	18	17
Low Revenue per A.D.A.	18	17
TOTAL: 105		
χ^2 : 2.7631 (α .30, df2 = 2.408) (α .20, df2 = 3.219)		

Geographical Location

	<u>Part of Final Sample</u>	<u>Not in Final Sample</u>
Northern	5	4
Central Valley	9	7
San Francisco Area	12	12
Coastal	5	5
Los Angeles Area	12	21
Desert	0	5
San Diego Area	4	4

TOTAL: 105

χ^2 : 6.7431 (α .50, df6 = 5.348)
(α .30, df6 = 7.231)

APPENDIX L

STATISTICAL DATA IN SUPPORT OF
SIGNIFICANCE OF DIFFERENCES BETWEEN PRESENT & PREFERRED PRIORITIES
ASSIGNED TO CCGI GOAL AREAS OTHER THAN INTERCOLLEGIATE ATHLETICS*

*See Table 4.14 for data regarding Intercollegiate Athletics

Significance Of Differences Between Present & Preferred Priorities
Assigned To CCGI Goal Areas Other Than Intercollegiate Athletics*

Goal Area	<u>Present Dimension</u>			<u>Preferred Dimension</u>			<u>Difference</u>			<u>T-test</u>		
	Mean	Std. Dev.	Std. Error	Mean	Std. Dev.	Std. Error	Mean	Std. Dev.	Std. Error	T Value	df	2-tail Prob.
High Academic Standards	3.8404	0.520	0.076	4.5816	0.351	0.051	0.7411	0.481	0.070	10.56	46	0.000
General Education	3.9220	0.466	0.068	4.4849	0.249	0.036	0.5629	0.434	0.063	8.90	46	0.000
Voc. & Tech. Preparation	3.7571	0.470	0.069	4.3856	0.365	0.053	0.6285	0.477	0.070	9.04	46	0.000
College Community	3.3688	0.573	0.084	4.3679	0.318	0.046	0.9991	0.567	0.083	12.07	46	0.000
Effective Management	3.4309	0.503	0.073	4.3280	0.301	0.044	0.8972	0.522	0.076	11.79	46	0.000
Dev. & Remedial Preparation	3.4043	0.549	0.080	4.2704	0.340	0.050	0.8661	0.526	0.077	11.29	46	0.000
Accountability	3.4982	0.438	0.064	4.2216	0.325	0.047	0.7234	0.447	0.065	11.09	46	0.000

* As measured by T-test for Comparison of Means

Significance Of Differences Between Present & Preferred Priorities
Assigned To CCGI Goal Areas Other Than Intercollegiate Athletics*
(continued)

Goal Area	Present Dimension			Preferred Dimension			Difference			T-test		
	Mean	Std. Dev.	Std. Error	Mean	Std. Dev.	Std. Error	Mean	Std. Dev.	Std. Error	T Value	df	2-tail Prob.
Intel- lectual Orientation	3.2934	0.480	0.070	4.2199	0.299	0.044	0.9264	0.466	0.068	13.63	46	0.000
Communi- cating the College Role	3.1525	0.545	0.079	4.1489	0.445	0.065	0.9965	0.596	0.087	11.45	46	0.000
Participa- tive Policymaking	3.5177	0.635	0.093	4.0851	0.466	0.068	0.5674	0.610	0.089	6.38	46	0.000
Faculty & Staff Development	3.2314	0.459	0.067	4.038	0.400	0.058	0.8067	0.456	0.067	12.13	46	0.000
Personal Development	3.1161	0.481	0.070	4.0346	0.451	0.066	0.9184	0.483	0.071	13.02	46	0.000
Accessi- bility	3.7172	0.374	0.055	4.0266	0.429	0.063	0.3094	0.291	0.042	7.30	46	0.000
Humanism & Altruism	2.8741	0.482	0.070	3.9078	0.494	0.072	1.0337	0.567	0.083	12.50	46	0.000

Significance Of Differences Between Present & Preferred Priorities
Assigned To CCGI Goal Areas Other Than Intercollegiate Athletics*
(continued)

Goal Area	<u>Present Dimension</u>			<u>Preferred Dimension</u>			<u>Difference</u>			<u>T-test</u>		
	Mean	Std. Dev.	Std. Error	Mean	Std. Dev.	Std. Error	Mean	Std. Dev.	Std. Error	T Value	df	2-tail Prob.
Education Relevant to Women	3.4504	0.653	0.095	3.9043	0.574	0.084	0.4539	0.543	0.079	5.74	46	0.000
Counseling, & Advising	3.3635	0.581	0.085	3.8883	0.451	0.066	0.5248	0.454	0.066	7.93	46	0.000
Intel-lectual Environment	2.9985	0.456	0.067	3.8803	0.482	0.070	0.8918	0.483	0.070	12.66	46	0.000
Education Relevant to Minorities	3.3262	0.633	0.092	3.8475	0.689	0.100	0.5213	0.564	0.082	6.33	46	0.000
Institutional Autonomy	3.2695	0.767	0.112	3.8085	0.795	0.116	0.5390	0.741	0.108	4.99	46	0.000
Lifelong Learning	3.2757	0.471	0.069	3.8067	0.389	0.057	0.5310	0.464	0.068	7.85	46	0.000
Student Services	3.4814	0.542	0.079	3.7943	0.441	0.064	0.3129	0.409	0.060	5.24	46	0.000

Significance Of Differences Between Present & Preferred Priorities
Assigned To CCGI Goal Areas Other Than Intercollegiate Athletics*
(concluded)

Goal Area	<u>Present Dimension</u>			<u>Preferred Dimension</u>			<u>Difference</u>			<u>T-test</u>		
	Mean	Std. Dev.	Std. Error	Mean	Std. Dev.	Std. Error	Mean	Std. Dev.	Std. Error	T Value	df	2-tail Prob.
Innovation	2.9220	0.435	0.063	3.7739	0.440	0.064	0.8520	0.494	0.072	11.83	46	0.000
Citizens Involved In Planning	3.3511	0.672	0.098	3.7660	0.555	0.081	0.4149	0.598	0.087	4.76	46	0.000
Freedom	3.5869	0.516	0.075	3.7270	0.473	0.069	0.1401	0.290	0.042	3.31	46	0.002
College As A Cultural Center	3.2589	0.789	0.115	3.6667	0.672	0.098	0.4078	0.631	0.092	4.43	46	0.000
Study Of Foreign Cultures	2.6667	0.647	0.094	3.5603	0.524	0.076	0.8936	0.754	0.110	8.13	46	0.000
Cultural & Aesthetic Awareness	2.7518	0.419	0.061	3.4805	0.435	0.063	0.7287	0.494	0.072	10.11	46	0.000
Community Services	2.8342	0.448	0.065	3.4690	0.466	0.068	0.6348	0.429	0.063	10.15	46	0.000
Social Criticism	2.5559	0.328	0.048	3.1738	0.456	0.066	0.6179	0.418	0.061	10.13	46	0.000

APPENDIX M

TESTS FOR INTERACTION OF INDEPENDENT VARIABLES

Tests for Interaction
Among Total Enrollment, Part-time Enrollment, & Non-white Enrollment
in the Importance Associated with Intercollegiate Athletics
in the Present Dimension

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>df</u>	<u>Mean Square</u>	<u>F</u>	<u>Signif. of F</u>
Mean Effects	9.296	4	2.324	4.497	0.005
<u>Total Enrollment</u>	4.493	2	2.246	4.347	0.020
<u>Non-white Enrollment</u>	2.173	2	1.086	2.102	0.136
2-way Interactions	1.673	4	0.418	0.809	<u>0.527</u>

Main Effects	12.432	5	2.486	5.874	0.000
<u>Non-white Enrollment</u>	2.474	2	1.236	2.920	0.067
<u>Part-time Enrollment</u>	7.629	3	2.543	6.008	0.002
2-way Interactions	3.361	6	0.560	1.324	<u>0.273</u>

Main Effects	12.088	5	2.418	5.596	0.001
<u>Total Enrollment</u>	2.127	2	1.064	2.462	0.100
<u>Part-time Enrollment</u>	4.964	3	1.655	3.830	0.018
2-way Interactions	3.401	6	0.567	1.312	<u>0.278</u>

Tests for Interaction
Between Part-time Enrollment and District Wealth
in the Importance Associated with Student Services
in the Present Dimension

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>df</u>	<u>Mean Square</u>	<u>F</u>	<u>Signif. of F</u>
Main Effects	5.411	5	1.082	5.049	0.001
<u>Part-time Enrollment</u>	1.553	3	0.518	2.415	0.083
<u>District Wealth</u>	2.846	2	1.423	6.638	0.004
2-way Interactions	0.624	6	0.104	0.485	<u>0.815</u>

APPENDIX N

PRESENT AND PREFERRED PRIORITIES
SHOWN BY RANK AND MEAN SCORE GIVEN
BY CATEGORY OF INSTITUTIONAL CHARACTERISTIC

- Total Credit and Noncredit Enrollment
- Part-time Students as a Percent of Total Credit Enrollment
- Non-white Students as a Percent of Total Enrollment Ethnicity Reported
- District Total Revenue Per A.D.A.
- Geographical Location

Present Priorities
by Level of Total Enrollment¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level	Rank/Mean	Goal Area ²	High Enrollment (69,016-14,890) n=17			Medium Enrollment (14,480-7,651) n=17			Low Enrollment (7,500-590) n=13		
			Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1	3.92	General Education	2	3.90	.54	1	4.01	.24	1	3.84	.59
2	3.84	High Academic Standards	1	3.91	.52	4	3.77	.55	2	3.83	.51
3	3.76	Voc. & Tech. Preparation	4	3.65	.36	2	3.89	.41	4	3.72	.64
4	3.72	Accessibility	3	3.70	.41	3	3.80	.34	5	3.63	.36
5	3.59	Freedom	5	3.60	.60	8	3.56	.48	6	3.61	.47
6	3.52	Participative Policymaking	11	3.38	.72	13	3.48	.44	3	3.74	.71
7	3.50	Accountability	6	3.47	.37	8	3.56	.42	8	3.46	.56
8	3.48	Student Services	7	3.46	.59	6	3.58	.39	11	3.38	.67
9	3.45	Education Relevant to Women	9	3.39	.76	7	3.57	.45	12	3.37	.75
10	3.43	Effective Management	12	3.30	.48	11	3.50	.40	7	3.51	.64
11	3.40	Dev. & Remedial Preparation	16	3.23	.50	10	3.54	.51	8	3.46	.64
12	3.37	College Community	12	3.30	.51	15	3.40	.42	10	3.42	.82
13	3.36	Counseling & Advising	12	3.30	.61	12	3.49	.48	15	3.28	.68
14	3.35	Citizens Involved in Planning	8	3.40	.70	18	3.31	.68	13	3.33	.68
15	3.33	*Education Relevant to Minorities	18	3.22	.64	5	3.62	.59	22	3.09	.56
16	3.29	Intellectual Orientation	15	3.25	.37	17	3.34	.48	14	3.29	.62
17	3.28	Lifelong Learning	16	3.23	.46	14	3.42	.47	20	3.15	.48
18	3.27	Institutional Autonomy	9	3.39	.78	22	3.14	.55	15	3.28	1.00
19	3.26	College as a Cultural Center	19	3.16	.85	16	3.38	.73	18	3.23	.82
20	3.23	Faculty & Staff Development	20	3.15	.48	19	3.29	.27	17	3.26	.62
21	3.15	Communicating the College Role	22	3.00	.42	21	3.25	.57	19	3.22	.64
22	3.11	Personal Development	23	2.99	.46	20	3.26	.36	21	3.10	.62
23	2.99	Intellectual Environment	23	2.99	.48	25	3.05	.30	23	2.91	.60
24	2.92	Innovation	26	2.80	.45	23	3.07	.37	24	2.89	.47
25	2.87	xHumanism & Altruism	25	2.82	.37	23	3.07	.44	27	2.68	.59
26	2.84	*Intercollegiate Athletics	20	3.15	.68	26	3.01	.73	30	2.22	.79
27	2.83	Community Services	27	2.78	.50	27	2.88	.36	25	2.84	.50
28	2.75	Cultural & Aesthetic Awareness	28	2.71	.38	29	2.84	.32	26	2.69	.57
29	2.67	Study of Foreign Cultures	29	2.64	.79	28	2.87	.47	28	2.44	.60
30	2.56	Social Criticism	30	2.58	.29	30	2.64	.31	29	2.41	.36

¹ As reported in Analytical Studies Unit, Chancellor's Office, California Community Colleges, 130 Summary, 1980 Enrollments, Fall Semester and Quarter (Sacramento: California Community Colleges, 1980), except as disputed--see Appendix J.

² * indicates statistically significant differences among response groups at $\alpha = .05$; x indicates statistically significant differences among response groups at $\alpha = .10$.

Preferred Priorities¹
by Level of Total Enrollment¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level Rank/Mean	Goal Area ²	High Enrollment (69,016-14,890) n=17			Medium Enrollment (14,480-7,651) n=17			Low Enrollment (7,500-590) n=13		
		Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1 4.58	High Academic Standards	1	4.63	.34	1	4.53	.34	1	4.59	.39
2 4.49	General Education	2	4.51	.28	2	4.45	.20	2	4.50	.28
3 4.39	Voc. & Tech. Preparation	5	4.32	.43	3	4.38	.32	3	4.48	.33
4 4.37	College Community	3	4.38	.33	4	4.32	.27	4	4.42	.37
5 4.33	Effective Management	3	4.38	.33	5	4.27	.30	5	4.34	.28
6 4.27	Dev. & Remedial Preparation	8	4.26	.35	6	4.24	.31	6	4.32	.39
7 4.22	Accountability	6	4.27	.33	7	4.19	.27	8	4.21	.39
8 4.22	Intellectual Orientation	6	4.27	.25	8	4.13	.32	7	4.27	.33
9 4.15	Communicating the College Role	9	4.22	.46	10	4.08	.42	10	4.15	.48
10 4.09	Participative Policymaking	10	4.05	.43	9	4.10	.49	11	4.12	.51
11 4.04	Faculty & Staff Development	13	3.93	.45	12	4.02	.29	8	4.21	.43
12 4.04	Personal Development	11	4.01	.48	13	4.00	.34	12	4.11	.55
13 4.03	Accessibility	12	3.98	.49	11	4.05	.35	14	4.05	.46
14 3.91	Humanism & Altruism	15	3.91	.49	16	3.87	.47	16	3.96	.57
15 3.90	Education Relevant to Women	18	3.88	.58	15	3.90	.47	17	3.94	.72
16 3.89	Counseling & Advising	13	3.93	.46	17	3.82	.41	18	3.93	.52
17 3.88	Intellectual Environment	15	3.91	.57	19	3.76	.40	15	3.99	.46
18 3.85	Education Relevant to Minorities	19	3.84	.73	14	3.94	.67	24	3.73	.69
19 3.81	Institutional Autonomy	17	3.89	.98	25	3.53	.68	13	4.06	.58
20 3.81	Lifelong Learning	22	3.76	.40	18	3.77	.45	19	3.92	.29
21 3.79	Student Services	21	3.82	.46	22	3.72	.38	22	3.86	.51
22 3.77	Innovation	23	3.74	.50	20	3.73	.35	20	3.88	.49
23 3.77	Citizens Involved in Planning	19	3.84	.53	20	3.73	.61	25	3.72	.55
24 3.73	Freedom	24	3.69	.56	23	3.65	.38	20	3.88	.45
25 3.67	College as a Cultural Center	25	3.66	.79	25	3.53	.56	22	3.86	.64
26 3.56	Study of Foreign Cultures	26	3.58	.56	24	3.56	.57	28	3.54	.46
27 3.48	Cultural & Aesthetic Awareness	27	3.45	.44	27	3.37	.39	27	3.67	.45
28 3.47	Community Services	28	3.39	.56	27	3.37	.35	26	3.70	.40
29 3.17	Social Criticism	29	3.22	.46	28	3.13	.43	29	3.16	.50
30 2.70	xIntercollegiate Athletics	30	2.88	.61	30	2.77	.57	30	2.37	.76

¹As reported in Analytical Studies Unit, Chancellor's Office, California Community Colleges, 130 Summary 1980 Enrollments, Fall Semester and Quarter (Sacramento: California Community College, 1980), except as disputed--see Appendix J.

²No statistically significant differences among response groups at $\alpha = .05$; x indicates statistically significant differences among response groups at $\alpha = .10$.

Present Priorities¹
by Level of Part-time Enrollment¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level	Rank/Mean	Goal Area ²	High Part-time Enrollment (98.9%-78.5%) n=10			High-Medium Part-time Enrollment (77.8%-74.2%) n=13			Low-Medium Part-time Enrollment (73.7%-71.0%) n=10			Low Part-time Enrollment (70.6%-54.7%) n=14		
			Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1	3.92	General Education	1	4.05	.44	1	3.90	.52	2	3.71	.51	1	4.01	.38
2	3.84	High Academic Standards	2	3.97	.67	2	3.83	.44	1	3.93	.57	7	3.69	.42
3	3.76	Voc. & Tech. Preparation	3	3.96	.65	5	3.65	.37	4	3.60	.44	2	3.82	.39
4	3.72	Accessibility	5	3.76	.43	3	3.69	.33	5	3.58	.35	4	3.80	.40
5	3.59	Freedom	9	3.62	.53	8	3.39	.42	7	3.54	.45	6	3.78	.60
6	3.52	Participative Policymaking	4	3.87	.66	11	3.33	.62	3	3.62	.58	13	3.37	.62
7	3.50	Accountability	5	3.76	.43	3	3.69	.33	5	3.58	.35	4	3.80	.40
8	3.48	*Student Services	19	3.32	.64	13	3.26	.50	9	3.45	.37	2	3.82	.49
9	3.45	Education Relevant to Women	8	3.65	.59	7	3.49	.58	13	3.25	.51	12	3.42	.85
10	3.43	Effective Management	10	3.61	.68	9	3.35	.31	8	3.49	.52	15	3.34	.51
11	3.40	Dev. & Remedial Preparation	13	3.51	.70	12	3.27	.52	15	3.22	.47	8	3.59	.48
12	3.37	College Community	7	3.74	.76	16	3.21	.46	12	3.28	.41	17	3.32	.56
13	3.36	Counseling & Advising	15	3.46	.68	22	3.04	.54	10	3.44	.49	9	3.54	.54
14	3.35	Citizens Involved in Planning	16	3.42	.64	9	3.35	.68	19	3.10	.60	10	3.49	.76
15	3.33	Education Relevant to Minorities	21	3.22	.60	14	3.23	.77	11	3.38	.65	11	3.45	.54
16	3.29	Intellectual Orientation	12	3.53	.61	19	3.12	.39	17	3.18	.38	13	3.37	.48
17	3.28	Lifelong Learning	14	3.48	.40	21	3.07	.49	13	3.25	.35	15	3.34	.54
18	3.27	Institutional Autonomy	11	3.60	.91	14	3.23	.88	18	3.12	.47	21	3.18	.73
19	3.26	College as a Cultural Center	22	3.17	.85	6	3.55	.74	23	2.95	.86	18	3.27	.72
20	3.23	Faculty and Staff Development	18	3.39	.62	18	3.14	.39	16	3.19	.51	19	3.23	.36
21	3.15	Communicating the College Role	16	3.42	.58	17	3.19	.40	21	3.00	.53	24	3.04	.62
22	3.11	Personal Development	20	3.25	.50	23	3.00	.48	20	3.06	.56	21	3.18	.43
23	2.99	Intellectual Environment	24	3.05	.62	24	2.80	.39	21	3.00	.48	23	3.11	.35
24	2.92	Innovation	23	3.11	.45	25	2.79	.47	24	2.82	.23	25	2.98	.48
25	2.87	Humanism & Altruism	25	2.90	.60	25	2.79	.48	24	2.82	.53	26	2.97	.38
26	2.84	*Intercollegiate Athletics	30	2.00	.84	20	3.09	.62	24	2.82	.36	19	3.23	.81
27	2.83	Community Services	25	2.90	.51	27	2.72	.41	27	2.75	.30	27	2.95	.53
28	2.75	Cultural & Aesthetic Awareness	27	2.88	.47	28	2.58	.35	28	2.65	.44	29	2.89	.38
29	2.67	Study of Foreign Cultures	28	2.60	.54	30	2.55	.77	30	2.55	.72	28	2.90	.54
30	2.56	Social Criticism	29	2.43	.34	29	2.56	.38	29	2.58	.32	30	2.62	.28

¹As reported in Analytical Studies Unit, Chancellor's Office, California Community Colleges, 130 Summary, 1980 Enrollments, Fall Semester and Quarter (Sacramento: California Community Colleges, 1980).

²* indicates statistically significant differences among response groups at $\alpha = .05$; no statistically significant differences among response groups between $\alpha = .05$ and $.10$.

Preferred Priorities
by Level of Part-time Enrollment¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level Rank/Mean	Goal Area ²	High Part-time Enrollment (98.9%-78.5%) n=10			High-Medium Part-time Enrollment (77.8%-74.2%) n=13			Low-Medium Part-time Enrollment (73.7%-71.0%) n=10			Low Part-time Enrollment (70.6%-54.7%) n=14			
		Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	
1	4.58	High Academic Standards	1	4.57	.34	1	4.53	.37	1	4.52	.39	1	4.69	.33
2	4.49	General Education	3	4.39	.26	2	4.48	.18	3	4.43	.29	2	4.59	.26
3	4.39	Voc. & Tech. Preparation	4	4.37	.31	3	4.25	.39	2	4.50	.31	4	4.44	.41
4	4.37	College Community	2	4.40	.26	5	4.20	.30	4	4.40	.30	3	4.48	.35
5	4.33	Effective Management	5	4.32	.25	4	4.23	.37	6	4.30	.22	4	4.44	.30
6	4.27	Dev. & Remedial Preparation	8	4.20	.36	7	4.15	.32	5	4.31	.30	6	4.40	.35
7	4.22	Accountability	8	4.20	.35	9	4.11	.25	7	4.21	.31	7	4.35	.36
8	4.22	Intellectual Orientation	7	4.24	.37	6	4.19	.29	9	4.18	.30	8	4.26	.28
9	4.15	Communicating the College Role	6	4.27	.41	7	4.15	.35	11	4.05	.31	15	4.13	.62
10	4.09	Participative Policymaking	10	4.18	.54	12	3.86	.53	10	4.17	.31	11	4.17	.42
11	4.04	Faculty & Staff Development	11	4.13	.31	11	3.88	.35	13	4.00	.50	13	4.15	.41
12	4.04	Personal Development	14	3.90	.55	10	3.89	.45	8	4.19	.45	13	4.15	.34
13	4.03	Accessibility	12	3.98	.42	13	3.84	.46	11	4.05	.34	9	4.22	.42
14	3.91	Humanism & Altruism	18	3.80	.63	18	3.73	.49	15	3.94	.42	15	4.13	.39
15	3.90	Education Relevant to Women	15	3.88	.70	20	3.69	.50	19	3.83	.56	11	4.17	.50
16	3.89	Counseling & Advising	21	3.74	.53	14	3.81	.38	14	3.98	.39	18	4.00	.49
17	3.88	Intellectual Environment	17	3.81	.39	19	3.71	.52	17	3.85	.51	17	4.11	.44
18	3.85	Education Relevant to Minorities	22	3.67	.77	25	3.60	.81	17	3.85	.65	10	4.20	.39
19	3.81	Institutional Autonomy	12	3.98	.60	16	3.77	1.03	24	3.65	.60	24	3.83	.84
20	3.81	Lifelong Learning	16	3.85	.31	23	3.67	.45	16	3.88	.43	23	3.85	.36
21	3.79	Student Services	22	3.67	.55	17	3.75	.31	21	3.77	.40	19	3.95	.49
22	3.77	Innovation	19	3.77	.35	22	3.68	.34	23	3.71	.45	20	3.91	.57
23	3.77	Citizens Involved in Planning	24	3.65	.51	15	3.79	.54	22	3.72	.62	22	3.86	.60
24	3.73	xFreedom	20	3.76	.42	26	3.46	.35	20	3.78	.51	20	3.91	.51
25	3.67	College as a Cultural Center	24	3.65	.68	20	3.69	.60	25	3.58	.73	25	3.71	.76
26	3.56	Study of Foreign Cultures	27	3.43	.52	24	3.65	.57	26	3.45	.44	28	3.64	.55
27	3.48	xCultural & Aesthetic Awareness	26	3.52	.52	28	3.31	.44	28	3.35	.30	25	3.71	.37
28	3.47	Community Services	28	3.42	.29	27	3.32	.48	27	3.41	.45	27	3.69	.53
29	3.17	*Social Criticism	29	2.92	.42	29	3.15	.48	29	3.10	.43	29	3.43	.38
30	2.70	Intercollegiate Athletics	30	2.33	.84	30	2.81	.49	30	2.83	.43	30	2.77	.75

¹As reported in Analytical Studies Unit, Chancellor's Office, California Community Colleges, 130 Summary, 1980 Enrollments, Fall Semester and Quarter (Sacramento: California Community Colleges, 1980).

²* indicates statistically significant differences among response groups at $\alpha = .05$; x indicates statistically significant differences among response groups at $\alpha = .10$.

Present Priorities
by Level of Non-White Student Ethnicity¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level Rank/Mean	Goal Area ²	High Non-white Ethnicity (99.7%-33.1%) n=17			Medium Non-white Ethnicity (32.7%-20.1%) n=13			Low Non-white Ethnicity (19.9%-4.0%) n=17			
		Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	
1	3.92	General Education	1	3.82	.42	1	3.90	.45	1	4.04	.51
2	3.84	High Academic Standards	2	3.74	.49	3	3.77	.53	2	4.00	.53
3	3.76	Voc. & Tech. Preparation	2	3.74	.36	2	3.79	.46	4	3.75	.59
4	3.72	Accessibility	2	3.74	.41	4	3.69	.29	5	3.72	.41
5	3.59	Freedom	6	3.52	.52	13	3.44	.40	3	3.76	.57
6	3.52	Participative Policymaking	8	3.43	.60	6	3.55	.73	6	3.58	.62
7	3.50	Accountability	7	3.48	.40	11	3.46	.44	7	3.55	.50
8	3.48	Student Services	12	3.36	.55	6	3.55	.49	7	3.55	.58
9	3.45	Education Relevant to Women	11	3.37	.70	5	3.60	.74	14	3.41	.55
10	3.43	Effective Management	10	3.38	.43	9	3.49	.51	12	3.44	.58
11	3.40	Dev. & Remedial Preparation	9	3.39	.59	10	3.47	.42	17	3.37	.62
12	3.37	College Community	17	3.17	.46	8	3.50	.52	10	3.46	.69
13	3.36	Counseling & Advising	15	3.22	.55	13	3.44	.50	11	3.45	.67
14	3.35	Citizens Involved In Planning	13	3.32	.78	19	3.23	.70	9	3.47	.55
15	3.33	Education Relevant to Minorities	5	3.57	.62	20	3.22	.59	21	3.17	.64
16	3.29	Intellectual Orientation	19	3.14	.45	16	3.30	.54	12	3.44	.44
17	3.28	Lifelong Learning	15	3.22	.50	21	3.21	.55	15	3.38	.38
18	3.27	Institutional Autonomy	14	3.25	.73	17	3.24	.90	18	3.31	.73
19	3.26	College as a Cultural Center	21	3.06	.73	15	3.36	.74	15	3.38	.89
20	3.23	*Faculty & Staff Development	22	3.01	.35	12	3.45	.42	19	3.29	.51
21	3.15	Communicating the College Role	20	3.12	.53	22	3.12	.33	20	3.22	.70
22	3.11	Personal Development	18	3.15	.50	23	3.05	.46	22	3.13	.50
23	2.99	Intellectual Environment	25	2.84	.30	23	3.05	.47	23	3.09	.55
24	2.92	Innovation	26	2.78	.43	25	3.02	.55	24	2.99	.31
25	2.87	Humanism & Altruism	24	2.88	.36	27	2.90	.50	26	2.85	.59
26	2.84	*Intercollegiate Athletics	23	2.92	.73	17	3.24	.64	30	2.45	.88
27	2.83	Community Services	28	2.71	.43	26	2.95	.50	25	2.87	.42
28	2.75	Cultural & Aesthetic Awareness	27	2.73	.37	28	2.73	.45	27	2.79	.46
29	2.67	Study of Foreign Cultures	29	2.63	.77	29	2.60	.54	28	2.75	.61
30	2.56	Social Criticism	30	2.60	.31	30	2.58	.32	29	2.49	.36

¹As measured by non-white students as a percent of reported student ethnicity in the fall term, 1980. Calculated from Analytical Studies Unit, Chancellor's Office, California Community Colleges, Information System Project, Student Data System, Enrollment by Race--Fall, 1980 (Sacramento: California Community Colleges, 1980).

²* indicates statistically significant differences among response groups at $\alpha = .05$; no statistically significant differences among response groups between $\alpha = .05$ and $.10$.

Preferred Priorities¹
by Level of Non-White Student Ethnicity¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level	Rank/Mean	Goal Area ²	High Non-white Ethnicity (99.7%-33.1%) n=17			Medium Non-white Ethnicity (32.7%-20.1%) n=13			Low Non-white Ethnicity (19.9%-4.0%) n=17		
			Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1	4.58	High Academic Standards	1	4.60	.28	1	4.50	.46	1	4.63	.33
2	4.49	General Education	2	4.51	.18	2	4.48	.25	2	4.47	.31
3	4.39	Voc. & Tech. Preparation	5	4.34	.36	3	4.39	.38	3	4.43	.38
4	4.37	College Community	3	4.38	.33	4	4.29	.35	4	4.42	.29
5	4.33	Effective Management	3	4.38	.34	6	4.20	.30	5	4.37	.25
6	4.27	Dev. & Remedial Preparation	6	4.31	.31	5	4.25	.33	6	4.25	.39
7	4.22	Accountability	7	4.28	.30	8	4.10	.30	6	4.25	.36
8	4.22	Intellectual Orientation	7	4.28	.28	7	4.17	.31	8	4.20	.32
9	4.15	Communicating the College Role	9	4.18	.58	9	4.09	.39	11	4.17	.34
10	4.09	Participative Policymaking	12	4.06	.50	12	3.99	.53	9	4.19	.38
11	4.04	Faculty & Staff Development	18	3.91	.40	11	4.01	.43	9	4.19	.35
12	4.04	Personal Development	13	4.04	.39	10	4.04	.43	13	4.02	.54
13	4.03	xAccessibility	10	4.12	.43	18	3.79	.41	12	4.12	.39
14	3.91	Humanism & Altruism	15	4.03	.29	20	3.78	.59	17	3.88	.57
15	3.90	Education Relevant to Women	13	4.04	.43	15	3.81	.62	20	3.84	.67
16	3.89	Counseling & Advising	21	3.81	.36	13	3.87	.45	14	3.98	.53
17	3.88	Intellectual Environment	17	3.92	.38	15	3.81	.64	16	3.89	.46
18	3.85	Education Relevant to Minorities	11	4.07	.43	22	3.63	.83	22	3.79	.76
19	3.81	Institutional Autonomy	16	3.93	.71	24	3.59	.94	19	3.85	.77
20	3.81	Lifelong Learning	19	3.86	.34	21	3.77	.44	22	3.79	.41
21	3.79	Student Services	23	3.73	.40	18	3.79	.40	18	3.86	.51
22	3.77	Innovation	22	3.74	.41	14	3.84	.50	24	3.76	.44
23	3.77	Citizens Involved in Planning	20	3.82	.55	15	3.81	.56	25	3.68	.57
24	3.73	xFreedom	23	3.73	.45	25	3.51	.40	15	3.90	.50
25	3.67	College as a Cultural Center	26	3.53	.67	22	3.63	.67	21	3.83	.69
26	3.56	Study of Foreign Cultures	25	3.66	.56	28	3.37	.42	26	3.61	.55
27	3.48	Cultural & Aesthetic Awareness	26	3.53	.32	27	3.43	.51	28	3.47	.49
28	3.47	Community Services	28	3.37	.43	25	3.51	.54	27	3.53	.45
29	3.17	Social Criticism	29	3.32	.26	29	3.09	.64	29	3.09	.43
30	2.70	Intercollegiate Athletics	30	2.72	.57	30	2.92	.61	30	2.52	.76

¹As measured by non-white students as a percent of reported student ethnicity in the fall term, 1980. Calculated from Analytical Studies Unit, Chancellor's Office, California Community Colleges, Information System Project, Student Data System, Enrollment by Race--Fall, 1980 (Sacramento: California Community Colleges, 1980).

²No statistically significant differences among response groups at $\alpha = .05$; x indicates statistically significant differences among response groups at $\alpha = .10$.

Present Priorities¹
by Level of District Wealth¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level	Rank/Mean	Goal Area ²	High District Wealth (\$5701-\$2486) n=12			Medium District Wealth (\$2458-\$2129) n=18			Low District Wealth (\$2113-\$1446) n=17		
			Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1	3.92	General Education	1	3.73	.54	1	3.96	.44	2	4.02	.42
2	3.84	*High Academic Standards	3	3.51	.46	2	3.87	.43	1	4.04	.56
3	3.76	*Voc. & Tech. Preparation	4	3.43	.40	3	3.83	.46	3	3.91	.43
4	3.72	xAccessibility	2	3.54	.40	5	3.71	.36	4	3.86	.34
5	3.59	*Freedom	7	3.23	.43	4	3.73	.46	8	3.68	.54
6	3.52	Participative Policymaking	6	3.25	.63	8	3.52	.64	5	3.71	.60
7	3.50	*Accountability	5	3.26	.44	9	3.50	.39	9	3.67	.42
8	3.48	*Student Services	15	3.00	.48	6	3.60	.48	7	3.69	.45
9	3.45	*Education Relevant to Women	13	3.07	.48	11	3.47	.72	6	3.70	.59
10	3.43	xEffective Management	8	3.14	.55	7	3.53	.49	12	3.53	.43
11	3.40	xDev. & Remedial Preparation	10	3.12	.59	12	3.44	.54	10	3.57	.48
12	3.37	*College Community	17	2.97	.67	9	3.50	.56	13	3.51	.37
13	3.36	*Counseling & Advising	16	2.98	.39	12	3.44	.57	11	3.56	.61
14	3.35	Citizens Involved in Planning	14	3.04	.69	12	3.44	.64	14	3.47	.66
15	3.33	Education Relevant to Minorities	11	3.10	.49	16	3.35	.68	15	3.46	.66
16	3.29	Intellectual Orientation	8	3.14	.50	15	3.38	.45	21	3.31	.49
17	3.28	Lifelong Learning	11	3.10	.66	20	3.25	.39	17	3.43	.39
18	3.27	Institutional Autonomy	19	2.92	.80	16	3.35	.54	17	3.43	.91
19	3.26	College as a Cultural Center	21	2.89	.61	18	3.33	.64	16	3.44	.98
20	3.23	xFaculty & Staff Development	17	2.97	.47	19	3.29	.44	19	3.36	.42
21	3.15	Communicating the College Role	19	2.92	.62	22	3.15	.50	20	3.32	.50
22	3.11	Personal Development	21	2.89	.59	21	3.18	.48	21	3.21	.35
23	2.99	*Intellectual Environment	24	2.66	.39	23	3.12	.42	23	3.08	.44
24	2.92	xInnovation	23	2.68	.48	24	2.99	.36	24	3.02	.44
25	2.87	*Humanism & Altruism	28	2.57	.50	25	2.96	.50	25	3.00	.36
26	2.84	Intercollegiate Athletics	26	2.63	.89	26	2.90	.79	27	2.93	.81
27	2.83	xCommunity Services	27	2.60	.36	27	2.88	.53	26	2.96	.36
28	2.75	Cultural & Aesthetic Awareness	29	2.53	.39	28	2.81	.45	28	2.84	.37
29	2.67	Study of Foreign Cultures	25	2.65	.66	29	2.63	.65	29	2.72	.67
30	2.56	Social Criticism	30	2.41	.36	30	2.60	.33	30	2.61	.29

¹As measured by total district revenue per A.D.A. in 1980-81; from Board of Governors, California Community Colleges, Fiscal Data Abstract 1980-81 (Sacramento: California Community Colleges, 1982), p.16.

²* indicates statistically significant differences among response groups at $\alpha = .05$; x indicates statistically significant differences among response groups at $\alpha = .10$.

Preferred Priorities
by Level of District Wealth¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level	Rank/Mean	Goal Area ²	High District Wealth (\$5701-\$2486)			Medium District Wealth (\$2458-\$2129)			Low District Wealth (\$2113-\$1446)		
			n=12			n=18			n=17		
			Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1	4.58	High Academic Standards	1	4.44	.35	1	4.68	.26	1	4.58	.41
2	4.49	General Education	2	4.42	.24	2	4.51	.26	2	4.51	.25
3	4.39	Voc. & Tech. Preparation	3	4.30	.32	3	4.49	.27	4	4.34	.46
4	4.37	xCollege Community	6	4.20	.28	4	4.48	.29	3	4.37	.34
5	4.33	Effective Management	4	4.22	.26	5	4.39	.22	4	4.34	.39
6	4.27	Dev. & Remedial Preparation	5	4.21	.27	6	4.30	.28	7	4.28	.44
7	4.22	Accountability	9	4.13	.23	8	4.22	.33	6	4.29	.38
8	4.22	Intellectual Orientation	8	4.15	.32	7	4.28	.24	8	4.21	.34
9	4.15	Communicating the College Role	7	4.18	.51	9	4.16	.34	9	4.12	.52
10	4.09	Participative Policymaking	10	3.99	.48	9	4.16	.40	10	4.08	.53
11	4.04	Faculty & Staff Development	11	3.96	.36	13	4.10	.40	13	4.03	.44
12	4.04	Personal Development	13	3.89	.44	12	4.11	.36	11	4.06	.54
13	4.03	Accessibility	15	3.84	.40	11	4.13	.38	12	4.05	.48
14	3.91	Humanism & Altruism	17	3.77	.46	14	4.02	.35	16	3.89	.63
15	3.90	Education Relevant to Women	22	3.68	.54	15	4.00	.54	14	3.96	.62
16	3.89	Counseling & Advising	18	3.75	.38	16	3.92	.39	15	3.95	.55
17	3.88	Intellectual Environment	15	3.84	.34	16	3.92	.45	18	3.87	.61
18	3.85	Education Relevant to Minorities	18	3.75	.66	20	3.88	.56	17	3.88	.85
19	3.81	Institutional Autonomy	12	3.94	.40	18	3.89	.67	25	3.63	1.08
20	3.81	Lifelong Learning	14	3.88	.36	25	3.79	.38	20	3.78	.43
21	3.79	Student Services	23	3.66	.43	24	3.83	.41	19	3.85	.49
22	3.77	Innovation	21	3.70	.41	22	3.84	.45	21	3.75	.47
23	3.77	Citizens Involved in Planning	20	3.71	.54	22	3.84	.59	22	3.73	.55
24	3.73	Freedom	24	3.60	.45	21	3.87	.44	24	3.67	.51
25	3.67	College as a Cultural Center	27	3.47	.62	18	3.89	.57	26	3.57	.77
26	3.56	Study of Foreign Cultures	25	3.53	.48	28	3.44	.50	23	3.71	.57
27	3.48	Cultural & Aesthetic Awareness	26	3.48	.34	26	3.53	.36	27	3.42	.57
28	3.47	Community Services	27	3.47	.44	26	3.53	.46	28	3.40	.51
29	3.17	Social Criticism	29	3.28	.43	29	3.19	.42	29	3.08	.51
30	2.70	Intercollegiate Athletics	30	2.51	.68	30	2.75	.61	30	2.78	.71

¹As measured by total district revenue per A.D.A. in 1980-81; from Board of Governors, California Community Colleges, Fiscal Data Abstract 1980-81 (Sacramento: California Community Colleges, 1982), p.16.

²No statistically significant differences among response groups at $\alpha = .05$; x indicates statistically significant differences among response groups at $\alpha = .10$.

Present Priorities¹
by Geographical Region¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level	Rank/Mean	Goal Area ²	North n=5			Central Valley n=9			San Francisco Bay Area n=12		
			Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1	3.92	General Education	2	3.73	.64	2	3.71	.43	1	4.16	.36
2	3.84	High Academic Standards	1	4.00	.79	1	3.76	.25	2	3.99	.59
3	3.76	Voc. & Tech. Preparation	2	3.73	.60	3	3.70	.36	4	3.79	.43
4	3.72	Accessibility	2	3.73	.46	4	3.64	.25	3	3.89	.42
5	3.59	Freedom	8	3.43	.70	5	3.62	.37	5	3.78	.57
6	3.52	Participative Policymaking	8	3.43	.60	7	3.52	.63	9	3.61	.69
7	3.50	Accountability	6	3.54	.60	6	3.53	.40	9	3.61	.29
8	3.48	Student Services	7	3.46	.66	8	3.51	.63	12	3.56	.53
9	3.45	Education Relevant to Women	14	3.23	.48	19	3.24	.78	6	3.69	.52
10	3.43	Effective Management	16	3.19	.88	9	3.49	.38	16	3.51	.40
11	3.40	Dev. & Remedial Preparation	10	3.37	.69	11	3.38	.53	12	3.56	.58
12	3.37	College Community	24	2.84	.73	13	3.34	.53	11	3.60	.57
13	3.36	Counseling & Advising	11	3.35	.61	11	3.38	.44	8	3.65	.50
14	3.35	Citizens Involved in Planning	13	3.27	.42	16	3.28	.75	18	3.40	.73
15	3.33	Education Relevant to Minorities	5	3.70	.67	16	3.28	.68	17	3.44	.68
16	3.29	Intellectual Orientation	12	3.30	.47	20	3.11	.34	15	3.53	.56
17	2.28	*Lifelong Learning	14	3.23	.36	21	3.10	.68	7	3.68	.38
18	3.27	Institutional Autonomy	25	2.83	.85	16	3.28	.84	12	3.56	.47
19	3.26	College as a Cultural Center	21	2.90	.88	10	3.43	.66	22	3.19	.81
20	3.23	Faculty and Staff Development	18	3.09	.48	14	3.31	.51	20	3.26	.43
21	3.15	Communicating the College Role	18	3.00	.79	14	3.31	.43	21	3.22	.48
22	3.11	Personal Development	17	3.15	.52	22	3.06	.57	19	3.27	.49
23	2.99	Intellectual Environment	26	2.78	.63	24	2.99	.40	22	3.19	.45
24	2.92	Innovation	20	2.93	.46	25	2.82	.51	24	3.16	.36
25	2.87	Humanism & Altruism	22	2.89	.85	26	2.74	.41	26	3.00	.51
26	2.84	Intercollegiate Athletics	28	2.57	.71	23	3.04	1.02	29	2.75	.74
27	2.83	Community Services	23	2.85	.52	27	2.69	.43	27	2.94	.49
28	2.75	Cultural & Aesthetic Awareness	27	2.64	.50	29	2.58	.47	28	2.92	.47
29	2.67	xStudy of Foreign Cultures	28	2.57	.60	30	2.19	.62	25	3.07	.61
30	2.56	Social Criticism	30	2.50	.60	28	2.60	.34	30	2.56	.27

¹Three regions of seven. While two desert region campuses participated in the study, neither returned the two instruments minimally required to be included in an analysis of the responses.

²* indicates statistically significant differences among response groups at $\alpha = .05$; x indicates statistically significant differences among response groups at $\alpha = .10$.

Present Priorities¹
by Geographical Region¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level	Rank/Mean	Goal Area ²	Coastal n=5			Los Angeles Area n=12			San Diego Area n=4		
			Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1	3.92	General Education	1	4.08	.25	1	3.90	.56	1	3.79	.28
2	3.84	High Academic Standards	6	3.77	.32	2	3.81	.60	4	3.58	.42
3	3.76	Voc. & Tech. Preparation	2	4.01	.23	3	3.69	.53	3	3.71	.80
4	3.72	Accessibility	3	3.88	.25	4	3.59	.42	6	3.54	.21
5	3.59	Freedom	7	3.71	.49	6	3.46	.52	11	3.35	.42
6	3.52	Participative Policymaking	13	3.53	.61	8	3.38	.75	2	3.75	.42
7	3.50	Accountability	19	3.33	.26	5	3.52	.53	14	3.15	.59
8	3.48	Student Services	14	3.49	.34	9	3.36	.62	5	3.56	.40
9	3.45	Education Relevant to Women	10	3.60	.55	7	3.40	.80	8	3.42	.63
10	3.43	Effective Management	10	3.60	.27	10	3.32	.59	7	3.50	.52
11	3.40	Dev. & Remedial Preparation	8	3.63	.34	11	3.30	.61	15	3.10	.39
12	3.37	College Community	8	3.63	.24	13	3.26	.51	9	3.40	.71
13	3.36	Counseling & Advising	21	3.25	.58	19	3.12	.74	10	3.38	.39
14	3.35	Citizens Involved in Planning	5	3.80	.45	12	3.29	.66	17	3.08	.92
15	3.33	Education Relevant to Minorities	16	3.37	.53	20	3.10	.63	12	3.25	.57
16	3.29	Intellectual Orientation	12	3.55	.51	15	3.21	.45	19	2.94	.28
17	3.28	*Lifelong Learning	21	3.25	.33	21	3.09	.31	15	3.10	.23
18	3.27	Institutional Autonomy	16	3.37	.71	13	3.26	1.01	21	2.83	.19
19	3.26	College as a Cultural Center	4	3.87	.38	16	3.18	1.01	18	3.00	0.00
20	3.23	Faculty and Staff Development	15	3.39	.20	17	3.14	.60	13	3.23	.28
21	3.15	Communicating the College Role	20	3.30	.71	18	3.13	.56	26	2.67	.27
22	3.11	Personal Development	23	3.16	.51	22	3.07	.46	21	2.83	.26
23	2.99	Intellectual Environment	24	3.14	.28	25	2.83	.51	19	2.94	.20
24	2.92	Innovation	26	3.11	.09	27	2.72	.45	23	2.81	.47
25	2.87	Humanism & Altruism	27	3.08	.59	24	2.84	.34	27	2.60	.18
26	2.84	Intercollegiate Athletics	16	3.37	.53	23	2.90	.88	30	2.17	.43
27	2.83	Community Services	25	3.13	.39	26	2.74	.47	24	2.75	.17
28	2.75	Cultural & Aesthetic Awareness	28	3.03	.32	28	2.70	.34	28	2.58	.10
29	2.67	xStudy of Foreign Cultures	29	2.83	.44	29	2.57	.69	24	2.75	.32
30	2.56	Social Criticism	30	2.71	.39	30	2.50	.31	29	2.50	.17

¹Three regions of seven. While two desert region campuses participated in the study, neither returned the two instruments minimally required to be included in an analysis of the responses.

²* indicates statistically significant differences among response groups at $\alpha = .05$; x indicates statistically significant differences among response groups at $\alpha = .10$.

Preferred Priorities¹
by Geographical Region¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level Rank/Mean	Goal Area ²	Coastal n=5			Los Angeles Area n=12			San Diego Area n=4		
		Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1 4.58	High Academic Standards	1	4.57	.37	2	4.42	.39	2	4.33	.27
2 4.49	General Education	2	4.52	.30	1	4.56	.24	1	4.50	.18
3 4.39	Voc. & Tech. Preparation	3	4.48	.22	3	4.31	.42	3	4.23	.46
4 4.37	College Community	4	4.32	.30	7	4.22	.40	3	4.23	.20
5 4.33	Effective Management	8	4.25	.34	4	4.30	.37	7	4.10	.27
6 4.27	Dev. & Remedial Preparation	6	4.30	.20	6	4.26	.42	9	4.06	.28
7 4.22	Accountability	7	4.27	.31	8	4.19	.41	7	4.10	.14
8 4.22	Intellectual Orientation	9	4.21	.41	5	4.27	.28	5	4.17	.18
9 4.15	Communicating the College Role	11	4.10	.32	10	4.07	.65	15	3.83	.33
10 4.09	Participative Policymaking	16	3.93	.55	12	3.96	.62	5	4.17	.43
11 4.04	Faculty & Staff Development	12	4.07	.24	14	3.82	.49	14	3.85	.22
12 4.04	Personal Development	14	3.98	.37	9	4.10	.53	11	3.94	.21
13 4.03	Accessibility	4	4.32	.26	19	3.77	.51	13	3.88	.17
14 3.91	Humanism & Altruism	17	3.90	.76	11	4.06	.55	12	3.92	.20
15 3.90	Education Relevant to Women	15	3.97	.58	16	3.81	.68	19	3.75	.50
16 3.89	Counseling & Advising	22	3.69	.36	13	3.87	.53	17	3.77	.39
17 3.88	Intellectual Environment	18	3.83	.54	16	3.81	.66	17	3.77	.21
18 3.85	Education Relevant to Minorities	13	4.03	.80	14	3.82	.85	22	3.67	.27
19 3.81	Institutional Autonomy	10	4.17	.85	20	3.69	1.01	27	3.33	.47
20 3.81	Lifelong Learning	26	3.58	.51	20	3.69	.31	16	3.79	.28
21 3.79	Student Services	25	3.62	.42	18	3.79	.49	23	3.63	.34
22 3.77	Innovation	22	3.69	.40	22	3.68	.54	21	3.71	.22
23 3.77	Citizens Involved in Planning	19	3.80	.61	23	3.64	.51	10	4.00	.47
24 3.73	Freedom	21	3.74	.40	25	3.55	.51	24	3.58	.30
25 3.67	College as a Cultural Center	24	3.67	.53	24	3.56	.86	28	3.25	.17
26 3.56	Study of Foreign Cultures	20	3.77	.55	26	3.52	.62	19	3.75	.42
27 3.48	Cultural & Aesthetic Awareness	27	3.54	.58	26	3.52	.54	26	3.40	.16
28 3.47	Community Services	28	3.43	.51	28	3.41	.58	24	3.42	.20
29 3.17	Social Criticism	29	3.24	.61	29	3.25	.47	29	3.15	.21
30 2.70	Intercollegiate Athletics	30	2.70	.79	30	2.71	.78	30	2.25	.50

¹Three regions of seven. While two desert region campuses participated in the study, neither returned the two instruments minimally required to be included in an analysis of the responses.

²No statistically significant differences among response groups at $\alpha = .10$.

Preferred Priorities¹
by Geographical Region
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level	Rank/Mean	Goal Area ²	North n=5			Central Valley n=9			San Francisco Bay Area n=12		
			Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1	4.58	High Academic Standards	1	4.70	.30	1	4.74	.36	1	4.67	.28
2	4.49	General Education	5	4.35	.35	4	4.48	.19	2	4.45	.28
3	4.39	Voc. & Tech. Preparation	2	4.63	.25	2	4.58	.24	8	4.22	.37
4	4.37	College Community	3	4.44	.21	3	4.54	.29	3	4.43	.29
5	4.33	Effective Management	7	4.28	.23	5	4.41	.28	3	4.43	.25
6	4.27	Dev. & Remedial Preparation	4	4.40	.38	6	4.36	.29	8	4.22	.35
7	4.22	Accountability	6	4.31	.30	8	4.20	.35	7	4.25	.31
8	4.22	Intellectual Orientation	14	4.07	.42	8	4.20	.19	5	4.27	.34
9	4.15	Communicating the College Role	9	4.17	.24	7	4.26	.41	6	4.26	.36
10	4.09	Participative Policymaking	8	4.27	.25	10	4.17	.31	12	4.11	.47
11	4.04	Faculty & Staff Development	10	4.14	.36	11	4.13	.49	10	4.20	.26
12	4.04	Personal Development	16	4.04	.61	12	4.11	.40	14	3.97	.49
13	4.03	Accessibility	10	4.14	.39	13	4.06	.37	11	4.14	.42
14	3.91	Humanism & Altruism	20	3.73	.63	16	3.96	.41	23	3.79	.41
15	3.90	Education Relevant to Women	20	3.73	.56	19	3.93	.69	13	4.08	.45
16	3.89	Counseling & Advising	13	4.08	.47	21	3.92	.46	18	3.93	.44
17	3.88	Intellectual Environment	17	3.83	.47	15	3.97	.40	16	3.96	.44
18	3.85	Education Relevant to Minorities	12	4.10	.65	25	3.61	.76	18	3.93	.57
19	3.81	Institutional Autonomy	26	3.43	.78	16	3.96	.71	14	3.97	.66
20	3.81	Lifelong Learning	19	3.74	.47	18	3.94	.30	17	3.95	.45
21	3.79	Student Services	15	4.05	.29	24	3.80	.46	21	3.82	.49
22	3.77	Innovation	22	3.72	.33	14	4.03	.36	24	3.75	.49
23	3.77	Citizens Involved in Planning	25	3.57	.62	22	3.85	.56	21	3.82	.58
24	3.73	Freedom	17	3.83	.68	23	3.81	.31	20	3.84	.54
25	3.67	College as a Cultural Center	23	3.70	.58	19	3.93	.57	25	3.71	.75
26	3.56	Study of Foreign Cultures	27	3.30	.51	28	3.37	.41	26	3.69	.52
27	3.48	Cultural & Aesthetic Awareness	28	3.24	.40	27	3.48	.29	27	3.54	.46
28	3.47	Community Services	24	3.67	.63	26	3.51	.41	28	3.45	.41
29	3.17	Social Criticism	29	3.08	.58	29	3.22	.39	29	3.09	.49
30	2.70	Intercollegiate Athletics	30	3.07	.38	30	2.59	.76	30	2.78	.53

¹Three regions of seven. While two desert region campuses participated in the study, neither returned the two instruments minimally required to be included in an analysis of the responses.

²No statistically significant differences among response groups at $\alpha = .10$.

APPENDIX O

ANALYSIS OF VARIANCE DATA SUPPORTING SIGNIFICANT DIFFERENCES IN MEAN SCORES GIVEN TO CCGI GOAL AREAS AMONG CATEGORIES OF INSTITUTIONAL CHARACTERISTICS

-
- Significant at .05 Alpha Level
 - Significant at .10 Alpha Level

Significant Differences, $\alpha = .05$
Among Categories of Geographical Location

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Present	Lifelong Learning	Between	5	2.8339	0.5668	3.146	0.0171
		Within	41	7.3868	0.1802		
		Total	46	10.2207			

Significant Differences, $\alpha = .05$
Among Categories of District Wealth

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Present	Humanism and Altruism	Between	2	1.5110	0.7555	3.626	0.0349
		Within	44	9.1678	0.2084		
		Total	46	10.6788			
Present	Vocational and Technical Preparation	Between	2	1.8189	0.9094	4.795	0.0131
		Within	44	8.3454	0.1897		
		Total	46	10.1643			
Present	Counseling and Advising	Between	2	2.5035	1.2518	4.237	0.0208
		Within	44	12.9989	0.2954		
		Total	46	15.5024			
Present	Student Services	Between	2	3.8582	1.9291	8.769	0.0006
		Within	44	9.6793	0.2200		
		Total	46	13.5375			

Significant Differences, $\alpha = .05$
Among Categories of District Wealth
 (continued)

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Present	Intellectual Environment	Between	2	1.7552	0.8776	4.931	0.0117
		Within	44	7.8305	0.1780		
		Total	46	9.5858			
Present	College Community	Between	2	2.6247	1.3123	4.622	0.0151
		Within	44	12.4933	0.2839		
		Total	46	15.1180			
Present	Freedom	Between	2	2.0838	1.0416	4.500	0.0167
		Within	44	10.1865	0.2315		
		Total	46	12.2702			
Present	Accountability	Between	2	1.1951	0.5975	3.437	0.0410
		Within	44	7.6485	0.1738		
		Total	46	8.8436			
Present	High Academic Standards	Between	2	1.9675	0.9837	4.132	0.0227
		Within	44	10.4746	0.2381		
		Total	46	12.4421			
Present	Education Relevant to Women	Between	2	2.7762	1.3881	3.629	0.0348
		Within	44	16.8302	0.3825		
		Total	46	19.6064			

Significant Differences, $\alpha = .05$
Among Categories of Non-white Enrollment

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Present	Faculty and Staff Development	Between	2	1.5377	0.7688	4.148	0.0224
		Within	44	8.1561	0.1854		
		Total	46	9.6938			
Present	Intercollegiate Athletics	Between	2	4.8033	2.4017	4.095	0.0234
		Within	44	25.8054	0.5865		
		Total	46	30.6087			

Significant Differences, $\alpha = .05$
Among Categories of Total Enrollment

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Present	Education Relevant to Minorities	Between	2	2.3785	1.1892	3.257	0.0479
		Within	44	16.0636	0.3651		
		Total	46	18.4421			
Present	Intercollegiate Athletics	Between	2	7.1233	3.5617	6.673	0.0029
		Within	44	23.4854	.5338		
		Total	46	30.6087			

Significant Differences, $\alpha = .05$
Among Categories of Part-time Enrollment

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Present	Student Services	Between	3	2.5654	0.8551	3.351	0.0275
		Within	43	10.9722	0.2552		
		Total	46	13.5375			
Present	Intercollegiate Athletics	Between	3	9.9603	3.3201	6.914	0.0007
		Within	43	20.6485	0.4802		
		Total	46	30.6087			
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Preferred	Social Criticism	Between	3	1.6025	0.5342	2.891	0.0462
		Within	43	7.9438	0.1847		
		Total	46	9.5462			

Significant Differences, $\alpha = .10$
Among Categories of District Wealth

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Present	Developmental & Remedial Preparation	Between	2	1.4384	0.7192	2.544	0.0901
		Within	44	12.4398	0.2827		
		Total	46	13.8782			

Significant Differences, $\alpha = .10$
Among Categories of District Wealth
 (continued)

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Present	Community Services	Between	2	0.9591	0.4795	2.552	0.0894
		Within	44	8.2683	0.1879		
		Total	46	9.2274			
Present	Faculty & Staff Development	Between	2	1.1821	0.5910	3.055	0.0572
		Within	44	8.5117	0.1934		
		Total	46	9.6938			
Present	Innovation	Between	2	0.9444	0.4722	2.682	0.0796
		Within	44	7.7453	0.1760		
		Total	46	8.6896			
Present	Accessibility	Between	2	0.7114	0.3557	2.737	0.0758
		Within	44	5.7189	0.1300		
		Total	46	6.4303			
Present	Effective Management	Between	2	1.3737	0.6868	2.942	0.0632
		Within	44	10.2731	0.2335		
		Total	46	11.6468			
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Preferred	College Community	Between	2	0.5556	0.2778	2.985	0.0609
		Within	44	4.0949	0.0931		
		Total	46	4.6504			

Significant Differences, $\alpha = .10$
Among Categories of Non-white Enrollment

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Preferred	Freedom	Between	2	1.1243	0.5621	2.700	0.0783
		Within	44	9.1598	0.2082		
		Total	46	10.2841			
Preferred	Accessibility	Between	2	0.9919	0.4959	2.922	0.0643
		Within	44	7.4679	0.1697		
		Total	46	8.4598			

Significant Differences, $\alpha = .10$
Among Categories of Part-time Enrollment

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Preferred	Cultural and Aesthetic Awareness	Between	3	1.3285	0.4428	2.588	0.0653
		Within	43	7.3585	0.1711		
		Total	46	8.6870			
Preferred	Freedom	Between	3	1.4023	0.4674	2.263	0.0947
		Within	43	8.8818	0.2066		
		Total	46	10.2841			

Significant Differences, $\alpha = .10$
Among Categories of Total Enrollment

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Present	Humanism and Altruism	Between	2	1.2120	0.6060	2.816	0.0706
		Within	44	9.4668	0.2152		
		Total	46	10.6788			
<hr/>							
Preferred	Intercollegiate Athletics	Between	2	2.0598	1.0299	2.526	0.0915
		Within	44	17.9367	0.4077		
		Total	46	19.9965			

Significant Differences, $\alpha = .10$
Among Categories of Geographical Location

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Present	Study of Foreign Culture	Between	5	4.3633	0.8727	2.399	0.0535
		Within	41	14.9145	0.3638		
		Total	46	19.2778			

APPENDIX P

PRESENT AND PREFERRED PRIORITIES
SHOWN BY RANK AND MEAN SCORE GIVEN
BY CATEGORY OF ADMINISTRATOR POSITION

Present Priorities¹
by Type of Respondent¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level	Rank/Mean	Goal Area ²	Chief Executive Officers n=47			Designated Chief Instructional Officers n=43			Designated Student Services Administrators n=42		
			Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1	3.92	General Education	2	3.87	.56	1	3.92	.72	1	3.89	.60
2	3.84	High Academic Standards	1	3.98	.64	2	3.70	.86	3	3.64	.93
3	3.76	Voc. & Tech. Preparation	4	3.73	.71	3	3.67	.80	2	3.70	.74
4	3.72	Accessibility	3	3.76	.64	4	3.61	.68	4	3.57	.60
5	3.59	Freedom	8	3.61	.78	5	3.58	.89	8	3.35	.85
6	3.52	Participative Policymaking	5	3.70	.66	6	3.42	.88	6	3.48	.97
7	3.50	*Accountability	7	3.66	.53	10	3.33	.66	8	3.35	.75
8	3.48	Student Services	10	3.53	.58	14	3.23	.73	5	3.51	.82
9	3.45	Education Relevant to Women	12	3.49	.83	7	3.40	.95	10	3.31	.90
10	3.43	*Effective Management	5	3.70	.62	9	3.39	.80	17	3.10	.80
11	3.40	Dev. & Remedial Preparation	14	3.48	.74	13	3.28	.80	10	3.31	.65
12	3.37	*College Community	9	3.60	.60	12	3.29	.90	21	3.03	.90
13	3.36	Counseling & Advising	16	3.37	.76	17	3.15	.76	7	3.38	.76
14	3.35	Citizens Involved in Planning	15	3.47	.91	10	3.33	.94	14	3.19	1.09
15	3.33	Education Relevant to Minorities	17	3.36	.82	7	3.40	.90	19	3.05	.88
16	3.29	Intellectual Orientation	21	3.24	.61	15	3.20	.71	12	3.30	.69
17	3.28	Lifelong Learning	18	3.34	.64	16	3.16	.68	13	3.20	.67
18	3.27	Institutional Autonomy	20	3.30	1.10	19	3.12	1.22	15	3.14	1.07
19	3.26	xCollege as a Cultural Center	12	3.49	1.02	20	3.09	.92	19	3.05	.94
20	3.23	Faculty & Staff Development	19	3.32	.58	18	3.14	.71	15	3.14	.67
21	3.15	*Communicating the College Role	10	3.53	.86	23	2.88	.76	24	2.83	.85
22	3.11	Personal Development	23	3.11	.73	21	2.97	.77	17	3.10	.79
23	2.99	*Intellectual Environment	22	3.17	.68	27	2.78	.65	23	2.85	.67
24	2.92	Innovation	24	2.94	.65	22	2.90	.68	24	2.83	.71
25	2.87	Humanism & Altruism	26	2.81	.77	24	2.83	.75	24	2.83	.73
26	2.84	Intercollegiate Athletics	27	2.74	.97	25	2.79	.94	22	2.88	1.09
27	2.83	Community Services	25	2.93	.69	28	2.73	.68	28	2.75	.70
28	2.75	Cultural & Aesthetic Awareness	28	2.72	.64	29	2.67	.67	27	2.77	.59
29	2.67	Study of Foreign Cultures	30	2.47	.69	25	2.79	1.04	29	2.67	.90
30	2.56	Social Criticism	29	2.49	.58	30	2.51	.57	30	2.56	.70

¹ Sample expanded to all campuses where any study administrator responded (55).

² * indicates statistically significant differences among response groups at $\alpha = .05$; x indicates statistically significant differences among response groups at $\alpha = .10$.

Preferred Priorities¹
by Type of Respondent¹
(Goal Areas Listed in Order of Importance as Aggregated at the State Level)

State Level	Rank/Mean	Goal Area ²	Chief Executive Officers n=47			Designated Chief Instructional Officers n=43			Designated Student Services Administrators n=42		
			Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
1	4.58	High Academic Standards	1	4.62	.53	1	4.56	.55	1	4.55	.59
2	4.49	General Education	2	4.45	.39	2	4.51	.45	2	4.42	.48
3	4.39	Voc. & Tech. Preparation	3	4.35	.67	5	4.26	.60	2	4.42	.55
4	4.37	College Community	4	4.33	.44	3	4.36	.70	6	4.27	.60
5	4.33	Effective Management	5	4.30	.52	6	4.24	.67	4	4.29	.56
6	4.27	Dev. & Remedial Preparation	7	4.18	.62	8	4.16	.68	4	4.29	.51
7	4.22	Accountability	6	4.20	.44	7	4.19	.50	8	4.15	.60
8	4.22	Intellectual Orientation	8	4.17	.50	4	4.31	.48	9	4.13	.56
9	4.15	Communicating the College Role	8	4.17	.67	9	4.14	.68	11	4.02	.75
10	4.09	Participative Policymaking	11	3.98	.64	10	4.09	.81	11	4.02	.84
11	4.04	Faculty & Staff Development	10	4.10	.59	15	3.91	.74	13	3.98	.61
12	4.04	Personal Development	16	3.87	.84	14	3.96	.66	7	4.16	.62
13	4.03	Accessibility	11	3.98	.66	12	3.98	.73	14	3.92	.67
14	3.91	Humanism and Altruism	22	3.71	.84	11	3.99	.64	16	3.88	.73
15	3.90	Education Relevant to Women	14	3.91	.88	12	3.98	.71	22	3.67	.82
16	3.89	*Counseling & Advising	21	3.78	.69	24	3.60	.74	10	4.09	.61
17	3.88	Intellectual Environment	13	3.93	.62	18	3.76	.70	17	3.81	.74
18	3.85	Education Relevant to Minorities	23	3.68	.91	17	3.81	.91	19	3.79	.95
19	3.81	Institutional Autonomy	15	3.89	.98	23	3.70	1.19	23	3.64	1.27
20	3.81	Lifelong Learning	17	3.84	.55	20	3.72	.59	17	3.81	.58
21	3.79	*Student Services	20	3.79	.66	27	3.46	.75	14	3.92	.65
22	3.77	Innovation	24	3.66	.62	20	3.72	.76	19	3.79	.70
23	3.77	Citizens Involved in Planning	18	3.83	.76	20	3.72	.77	19	3.79	1.00
24	3.73	Freedom	24	3.66	.70	16	3.83	.82	26	3.52	.84
25	3.67	College as a Cultural Center	19	3.81	1.01	26	3.53	.83	24	3.60	.94
26	3.56	*Study of Foreign Cultures	26	3.62	.85	19	3.74	.66	28	3.26	.99
27	3.48	Cultural & Aesthetic Awareness	28	3.38	.76	25	3.56	.60	27	3.38	.60
28	3.47	Community Services	27	3.41	.77	28	3.30	.76	25	3.59	.68
29	3.17	Social Criticism	29	2.93	.91	29	3.20	.73	28	3.26	.73
30	2.70	Intercollegiate Athletics	30	2.64	.94	30	2.63	.76	30	2.71	1.02

¹Sample expanded to all campuses where any study administrator responded (55).

²* indicates statistically significant differences among response groups at $\alpha = .05$; no statistically significant differences among response groups between $\alpha = .05$ and $.10$.

APPENDIX Q

ANALYSIS OF VARIANCE DATA SUPPORTING SIGNIFICANT DIFFERENCES
IN MEAN SCORES GIVEN TO CCGI GOAL AREAS
AMONG CATEGORIES OF ADMINISTRATOR POSITION

Significant Differences, $\alpha = .05$
Among Categories of Administrator Position

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Present	Intellectual Environment	Between	3	3.9028	1.3009	2.999	0.0318
		Within	193	83.7089	0.4337		
		Total	196	87.6117			
Present	College Community	Between	3	7.4946	2.4982	3.93	0.0094
		Within	193	122.6761	0.6356		
		Total	196	130.1707			
Present	Effective Management	Between	3	8.1987	2.7329	5.109	0.0020
		Within	193	103.2328	0.5349		
		Total	196	111.4315			
Present	Accountability	Between	3	3.6674	1.2225	2.844	0.0389
		Within	193	82.9506	0.4298		
		Total	196	86.6180			
Present	Communicating the College Role	Between	3	13.7859	4.5953	6.309	0.0004
		Within	193	140.5695	0.7283		
		Total	196	154.3553			
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Preferred	Counseling & Advising	Between	3	5.1254	1.7085	4.281	0.0059
		Within	193	77.0300	.3991		
		Total	196	82.1555			

Significant Differences, $\alpha = .05$
Among Categories of Administrator Position
 (continued)

<u>Dimension</u>	<u>Goal Area</u>	<u>Source</u>	<u>df</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Preferred	Student Services	Between	3	5.0069	1.6690	3.743	0.0120
		Within	193	86.0585	0.4459		
		Total	196	91.0654			
Preferred	Study of Foreign Cultures	Between	3	5.6225	1.8742	2.668	0.0489
		Within	193	135.5653	0.7024		
		Total	196	141.1878			

Significant Differences, $\alpha = .10$
Among Categories of Administrator Position

Present	College as a Cultural Center	Between	3	6.5360	2.1787	2.407	0.0685
		Within	193	174.6620	0.9050		
		Total	196	181.1980			